

# ADULT BASIC EDUCATION IDAHO STATE CONTINUATION PLAN Year Eight of the Idaho Five-Year State Plan

(Red lettering is the most current information regarding the Idaho Adult Basic Education program and plan)

## 2.0 NEEDS ASSESSMENT

With a population of approximately ~~1.2~~ 1.3 million people in a state where only one-third of the land is privately owned, Idaho's demographics and geography combine to present both blessings and challenges. Generally speaking, the low population, economic growth, relatively low crime rate, and opportunities for a range of outdoor activities make it a very attractive place to live and work. The number of people in Idaho without a high school diploma is (~~144,000–155,319~~ 139,628). Of the 139,628 people in the adult education target population, 45,492 of these individuals completed less than 9 years of education, or about 33% of the total target population according to the 2000 Census data. Sixty-seven percent of the target population completed 9-12 years of schooling, but almost 30% of the target population who completed 12 years of schooling have no diploma. Over 10% who completed 12 years of schooling with no diploma are ESL and, of the ESL population who completed 12 years of education with no diploma, 40% do not speak English well, or at all. Those without sufficient literacy skills find it increasingly difficult to compete in a job market in which high-tech industries contribute to increasingly high expectations of workers. The Department of Commerce and Labor reports a decrease in workers under 24 and an increase of workers 45 years and older. Idaho had a 19% increase in workers over 65 years of age, while the national average is a 13% increase. In Idaho, the growth of the working-age population did not keep pace with the strong job growth. For example, in the northern part of the state (from 2003-2005) the number of jobs rose 65%, but the number of job applicants fell 12%. In most regions around the state there is skilled labor, but there is difficulty matching emerging jobs with workers' skills. The transition from an industry-based economy to a knowledge/information-based economy has changed the skill sets required to be successful in the Idaho workforce. Idaho is losing the younger workforce. This is an area that ABE will explore further in the coming year so we will be better prepared to address this population in the coming multi-year plan.

Despite the clustering of the state's population in 6 to 7 population centers, which are also centers of the state's administrative regions, Adult Basic Education (ABE) programs are particularly challenged to provide instruction of adequate duration and intensity to those in very rural areas. The immensity of the challenge is made clear when one considers that 23 of Idaho's 44 counties have 8 or fewer persons per square mile. While the total number of rurally isolated out-of-school youth and adults in need of basic skills may not be large, these individuals are often those most in need, living in communities with higher than the state's average percentage below poverty and/or without high school diplomas. Following is a sampling of data documenting literacy needs in Idaho; more detailed information on regional needs is given in Appendix A.

Through strong communication networks at both the state, regional, and local levels, the Adult Basic Education (ABE) system will actively use emerging information on the needs of Idaho's citizens. Unexpected changes in the economic climate, growth patterns, and/or increased migration into the state of non-English speaking adults will require modifications in plans and projections. Because most ABE providers have worked closely with other units at the technical colleges and various agencies, they have been able to respond to plant closures as part of an interagency team. A philosophy of being flexible, responsive, and student (customer) centered coupled with a continuous program improvement model should assist ABE in responding to changing conditions. The issue of youth in ABE programs will either require new or strengthened collaboration with some entities, revision of some program policies, and/or restructuring of some instructional offerings.

## 2.1 Individuals Most in Need

- X • 56,137 (8%) youth and adults performing at the lowest of the five levels (Level 1) of literacy; 161,452 (23%) performing at Level 2, *Stephen Reder, Synthetic Estimates of Adult Literacy Proficiencies for Regions of Idaho, Northwest Regional Educational Laboratory, 1995.*
- X • 13% youth and adults estimated to be performing in Level 1 in *The State of Literacy in America; Estimates at the Local, State, and National Levels, National Institute for Literacy, 1998.* (Difference in the 1995 and 1998 estimates is explained by use of different forms of 1990 census and slightly different statistical analysis. This estimate has a 95% confidence interval larger than + or - 5 points, and should be used with corresponding caution.
- X • ~~138,389—144,000~~ Approximately ~~155,319~~ 139,628 adults (~~16 years old or older and out of school 18 years old and older~~ (16 years and older)) do not possess a high school diploma or equivalency (~~1990~~ 2000 U.S. Census).
- Of the 75,588 adults without the ability to speak English “very well” by completion of diploma, 23,772 ESL adults who “do not speak English very well” are without a diploma and 11, 639 completed a diploma but continue to struggle with the English language. (Census Data 2000)
- X • ~~13,000—18,746~~ (a 44% increase over 1998) Idaho school children ~~have been~~ were identified in ~~1998~~ 2002 as having limited English proficiency, indicating the potential English language needs of out-of school youth and adults. The number of children 5-17 years old who “Speak English less than “very well” have almost doubled and 2.6 % of these children are linguistically isolated. (Kids Count Census Data 2000)
- Of the children ages 16-19 living in Idaho, 8.2% of these children have dropped out of High School and 7.8% of these children are not in school and not working. (Kids Count Census Data 2000)

## 2.2 Populations

### (1) Economically Disadvantaged:

Although ABE does not collect income information from students, it can be assumed that many, if not most of its students, are economically disadvantaged. Of the non-corrections students in ~~1997-98~~ 2002-2003, ~~42%~~ 43% were unemployed. One of the common reasons for entering ABE programs is to improve basic skills for the purpose of gaining employment or entering training and education programs to prepare for better jobs. Of the 46% of enrollees who were employed, it is safe to conclude that many of them are in lower wage jobs.

Under Idaho's Welfare Reform recipients are only allowed two years cash assistance and the average grant per case is \$266.88. At the height of the caseloads in Idaho, only about 1% of the population received cash assistance. Therefore, Adult Education has needed to plan for serving students who were working. A strong economy in major population centers and decreasing welfare rolls make it imperative that adult education explores more avenues for making instruction available and convenient for workers, particularly those who need basic skills improvement to move from entry level and minimum wage jobs. Adult Basic Education must also respond to employers across the state who, when surveyed by the Department of Commerce and Labor, stated their need for more employees who possessed higher math and English skills.

~~According to Department of Labor (DOL) data, 17.2% of the state's population is economically disadvantaged; 165,950 state residents are categorized as living at or below the poverty level and of those, 115,032 are 18 years old or older. Fifty thousand children (17 or younger) are at poverty or below as defined by Health & Welfare. The U.S. Census indicates that in 2003 15% of Idaho's population was under the federal poverty level; 23% was from 100-199% of poverty. Therefore, the low-income total (199% or below poverty) for the state is 37%, slightly higher than the national average. Idaho's per capita income ranked 44<sup>th</sup> in 2002 according to the Idaho Department of Labor.~~

The coexistence of poverty and lack of education are well established; therefore, it is not surprising to note that communities with high incidences of low wages and poverty also have high incidences of high school drop-outs and a higher percentage of adults with less than a high school diploma and/or more youth and adults estimated to be in the lowest two levels of literacy as defined in the National Adult Literacy Survey (NALS). Appendix B contains living wage data for Idaho.

### (2) Individuals with Disabilities:

In FY98 2003, ABE programs served ~~780~~ 756 individuals (approximately ~~eight~~ 8.6% of the total enrollment) who self-declared a disability. All regional programs receive referrals from the Division of Vocational Rehabilitation and make efforts to accommodate all persons with disabilities. Some are equipped with specific work stations which make instruction and information more accessible to those with particular physical disabilities. Because ABE instructors do not have special education backgrounds in most cases, they are sometimes limited in the services they can provide to some citizens. All programs are expected to continue to serve

the disabled at approximately the same level, and make all reasonable efforts to accommodate the needs of Idaho citizens with the available resources. Partnerships with a variety of agencies should expedite effective service to those who are disabled.

It has been estimated that the ABE student population has a much higher ratio of adults with learning disabilities than the general population. To serve the learning disabled, the state's emphasis will be on strong professional development and effective teaching practices. Additional partnerships are needed to assist ABE programs in screening for learning disabilities and prescribing effective instructional methodologies. In rural areas of the state, it is often very difficult to refer to a qualified professional for diagnosis or identification of specific learning disabilities; this dilemma is compounded by the cost of such screening. The state ABE system will explore partnerships with other entities, particularly the universities, for assistance in better serving the learning disabled.

To better serve our students who may need more customized assessment and instruction, Idaho has encouraged the use of the *Woodcock-Johnson Achievement, R*. For ~~those~~ students who enter the program at Level 1 and/or 2, particularly in reading, and who ~~have informed the program staff of having a learning disability or~~ struggle in learning, the ~~who may need for further assessment for more effective instructional planning~~ may be required and the Woodcock Johnson Reading Mastery, Revised would be administered. ~~The student would also participate in a more extensive interview process that would include further exploration of needs in the form of a check-list. The state plans to contract with a highly qualified teacher from one of the regional programs who has been trained in the administration and interpretation of results using this assessment. She will assist the state in providing training to at least one regional trainer in each program; however, the state trainer will remain the content expert.~~ ~~Training has been conducted in the state with the goal of having at least one staff person in each region who can administer the W-J, R.~~ A new state trainer (or regional trainers ~~and professional resource person~~) is a priority. Having a staff person at each program who can administer the *Woodcock Johnson Reading Mastery, Revised* allows programs to offer a service ~~of~~ to those who are seeking accommodations for GED testing.

The state team that attended the regional Learning Disabilities Symposium in Denver in the fall of 2003, concentrated on policy recommendations for instruction and professional development. Bridges to Practice Manuals were purchased by the state and distributed to each ABE program. The following are the principle points of the team's work:

- ABE's emphasis will be on effective instruction for students with learning disabilities, not on establishing a diagnosis or eligibility. There are others on our campuses, in our communities, or in the school district who can better address diagnosis or eligibility.
- Strong, sound, organized, research-based methodology is the foundation of all effective teaching.
- Idaho ABE will concentrate on improving instruction for all students. In the revision of our teacher training modules, we will add recommended modifications for those with specific learning disabilities.

- Selected resource lists will be included in the training modules for further reading and/or access. The resource list will include agencies, professionals, and professional organizations, as well as websites and printed material helpful for teachers working with those who have learned disabilities.

All the regional programs have the *Bridges to Practice* manuals and materials at their sites.

### **(3) Single Parents and Displaced Homemakers:**

According to the *1997 Idaho Displaced Homemaker Programs Vocational Education Legislative Report*, 59,498 displaced homemakers resided in Idaho at the time of the 1990 Census and over half of those were over 64 years old. Idaho serves adult single parents, displaced homemakers, and single pregnant women through a network of counseling centers called “Centers for New Directions” (CND) located on the campuses of the 6 regional technical colleges. ~~CNDs have been funded by Carl Perkins and state funds, and even though displaced homemakers are no longer a set aside under the Perkins Act, it is expected that services will continue by the CNDs. CNDs ordinarily serve almost 3,000 single women and displaced homemakers annually. The U.S. Census no longer reports displaced homemakers; however, the 2000 Census identified 27,000 single mothers raising children alone and over half of those had incomes at or below poverty (Idaho Displaced Homemaker Programs Legislative Report, FY2003.) The Centers for New Directions served almost 2,000 people in 2003.~~

In 2005, 1,314 single parents and displaced homemakers were served in the Displaced Homemakers programs across the state, according to the *Professional-Technical Education FY 2005 Legislative Report*. Only 176 of these participants had annual incomes of over \$20,000. Of this total number of 1,314 participants, 357 (27%) entered or continued employment; 73 (6%) improved their employment status; 392 (30%) entered a training program; 182 (14%) continued their training; and 98 (8%) completed an educational program. Fifty-eight of these individuals completed GED’s and 193 (15%) graduated from a pre-employment class.

These Centers are either in close proximity to or in the same facility as the ABE learning centers. ~~In some cases they are administered by the same person~~ In one instance, the displaced homemaker and work center is administered by the same person same person administers the displaced homemaker and work center. As a result, CND and ABE have a history of coordination, collaboration, and referring joint clients. ~~In 1997, 502~~ 2003, 282 of the clients had not completed high school; most of these were served by ABE programs and 262 received their GED’s during the program year. In addition to CND clients receiving instruction from ABE staff, ABE students can often participate in employment readiness and other workshops and training offered by CND counselors.

Family literacy partnerships offer another avenue for serving displaced homemakers and single parents simply through the incidence of these populations in family literacy programs. ~~Although Health and Welfare no longer funds specific classes for its clients, many are still referred to ABE for basic skills upgrade.~~ Health and Welfare and ABE completed a 5-year (JOBS) project in 2003 that had allowed ABE to serve economically disadvantaged ~~poor~~ students, some of whom were public assistance recipients. Some ABE programs focused on family-related literacy. Students were referred by Health and Welfare, but most were identified by the ABE program

after they sought services from the program. ~~or simply seek these services themselves, as evidenced by the 734 students in 1998~~ There were 1,074 students in 2003 who self-declared that they were receiving some form of public assistance. This accounted for 8.7%–13.4% of the total enrollment not in Department of Correction's facilities. Most of these on public assistance are single mothers.

ABE does not collect information on marital status or number of children on its common statewide intake; therefore, we will continue to infer the level of service to displaced homemakers and single parents from experience and anecdotal information or data from other providers, such as the State Displaced Homemaker Program. ~~The state has added items concerning income, number of children, and marital status to its intake form, but these are strictly optional for most students. The state has added the number in household and income information to the intake form; however, these are optional for most students and only required for those who want to participate in specific contracted programs with Health and Welfare.~~

#### **(4) Individuals with Multiple Barriers to Educational Enhancement, Including Individuals with Limited English Proficiency:**

Efforts and projections for serving those with **limited English proficiency** have been described in Section 3.1(3). Improving services to this population has been, and remains, one of the top priorities for the state. All applicants for ABE federal and state funds must address how they will apply principles of continuous program improvement (in serving this population) that are compatible with the needs and demographics of their service region.

**The working poor** have the barriers of limited time and family responsibilities. Of the 8,148 ~~7,756~~ **7744** non-incarcerated students who declared their employment status in FY98 ~~2003~~, **2004** ~~47.5%–47.5% (3,869) (3,691)~~ **(3163)** were employed, ~~43% 41% (3,527) (3,158)~~ **(3326)** were unemployed, and ~~9% 12% (752) (907)~~ **(1254)** were not in the labor market. This would indicate that ABE is generally making a good effort to serve both employed and unemployed youth and adults; ~~the percentages of employed, unemployed, and not in the labor force remained quite similar to those of five years ago. However, the results of a recent impact study by the Educational Research and Public Policy Center at the University of Idaho indicates that some students would like more convenient schedules for those working.~~ To fulfill this need, the state's programs, particularly those with fewer employed students, will explore a number of options: weekend classes, workplace literacy and work site classes, more evening classes, different locations, and marketing specific classes of specific duration to employed youth and adults in need of basic skills improvement. All options will include the appropriate use of technology in effective instructional delivery.

**Rural Populations/Individuals with Multiple Barriers:** Twenty-three counties have been identified as having the largest state percentages of their population without a high school diploma. Eleven of these have between 28% and 38% without a high school diploma, and 12 have 24-28% without the credential (see Appendix A). Not surprisingly, these counties also have the state's highest percentage of those estimated to be functioning in the lowest NALS level. Almost without exception, these are the same counties with the highest unemployment rate and poverty rates, lowest per capita incomes, and school districts with documented high



levels of poverty. When one considers that Idaho ranks ~~38<sup>th</sup>~~ 44<sup>th</sup> in the nation in income per capita and 27<sup>th</sup> in median family income, the economic stress in these counties becomes apparent. With only one exception, these counties are all rural.

Generally speaking, it can be said that these counties roughly fall into 2 categories -- agricultural-based economics and timber-related and mineral-extraction economies. Those counties which have traditionally had a workforce largely in timber related and mineral extraction jobs have high unemployment rates, relatively high poverty, and are located in the northern part of the state. The agricultural counties are in the south and southeast and, while the unemployment rate is rather low, so are incomes. These are also the counties with the highest percent of Hispanics, many of whom are seasonal migrant ~~farmworkers~~ farm workers. Idaho's Hispanic population has been its fastest growing minority population over the last decade with approximately 63,000 residents. While representing a little over 5% of the state's population, a report by the State Department of Education on disaggregated standardized test results indicated that Hispanic and American Indian (about 1.2% of the total population) students were scoring significantly lower than the state's averages in reading, writing, and math. Not surprisingly, dropout rates for these 2 groups are also higher. This data would indicate a need for Adult Education programs to actively plan on the best ways to serve these populations. Both the Hispanic Task Force and the State Indian Education Committee have made specific recommendations to the State Board of Education concerning teacher education, minority teachers in the classrooms, and curriculum. Adult Education will be challenged to address the gap in the education of youth and adults who have not developed their skills to a competitive level in the job market, pursued further education, and acquired their GED.

With a median household income of \$31,536 in the state and an average state wage which is more than \$6,000 below the national average, the needs of those counties with below average wages is underscored. A study by the Northwest Policy Center and Northwest Federation of Community Organizations published in January 1999 indicated that 45% of Idaho job openings do not pay a livable wage for a single adult and 75% do not pay a livable wage for a single adult with two children. The Idaho minimum wage remains \$5.15 an hour. According to the 2005 Northwest Job Gap Study in Idaho, Searching for Work That Pays (Northwest Federation of Community Organizations), \$9.30 an hour is a living wage for a single adult household in Idaho and yet, 29% of the job openings pay less than the \$9.30 an hour living wage. Over three quarters of job openings (78%) pay less than the \$20.28 an hour living wage for a single adult with two children. In addition, even though Idaho has a low unemployment rate, there are more people looking for work than there are job openings that pay a living wage.

While the total number of rurally isolated out-of-school youth and adults in need of basic skills may not be large, these individuals are often those most in need, living in communities with higher than the state's average percentage below poverty and/or without high school diplomas. For this reason Idaho concentrated its CTC project on improving technology access and ABE services in the rural communities of the state. ABE participation in these rural sites increased while main site enrollment declined or remained level. The CTC project has ended, but this project provided hardware, software, technology, and training which continues to benefit the programs today.

**(5) Criminal Offenders in Correctional Institutions and Other Institutionalized Individuals:**

In ~~FY98 FY2003~~ **FY2004** Idaho ABE served ~~2,094-1,112~~ **1,010** people in correctional facilities, community corrections programs, or institutional settings. ~~By far, The~~ largest number was served in Department of Corrections facilities (~~1,695~~) (**693**), and ~~442~~ **419** were served by the regional ABE programs in jails (~~399~~) (**362**), community programs (~~23~~) (**26**), or other institutions (~~20~~) (**31**). For approximately ~~40~~ **15** years the Department of Corrections has received 50-65% of the state's ABE federal set-aside for basic skills programs in DOC facilities. The DOC has directly submitted a proposal for the southern and eastern part of the state, and Lewis-Clark State College and DOC have submitted a joint proposal for north and north-central Idaho. The remaining 35-50% of the set-aside has been granted to regional ABE programs for basic skills and GED services to jails and, to a much lesser degree, other institutions.

The Department of Corrections has been a good partner and it has the advantage of retaining inmates for a sufficient period of time to show some progress. Jail programs are often difficult because inmates are there for very short periods of time and the length of incarceration may be unpredictable by ABE staff and volunteers. Space, or a degree of privacy for instruction, is very limited in many facilities. On the other hand, the Department of Corrections receives approximately \$800,000 in state general funds for educational services for its inmates and another (approximately) \$300,000 in federal grant money for particular target populations and/or purposes. Jails usually have no funding for educational services.

With the 10% set-aside for the institutionalized and incarcerated eliminated under the Adult Education and Family Literacy Act, a separate application will not be required for programs/projects for this population. Instead, full-range programs will simply address this population within the application (see Sections 6 and 11 and Appendix D). Others who may wish to apply will follow the guidelines as described in Section 11 and Appendix D. No more than 10% of the 82.5% federal/state allocation designated for direct services can be spent on services for the institutionalized/incarcerated. The following general principles will guide serving the incarcerated:

- X**• The expected length of incarceration should be at least 2 months, but not more than 5 years.
- X**• Need(s), excepted benefit(s), other available resources, and the possibility of team efforts and partnerships should be balanced.

The incarcerated and institutionalized enrollment reported by the regional ABE programs has remained fairly stable over the Plan period; however, DOC has undergone several changes in its approach to the use of their ABE grant and its reporting. It has specifically targeted those under 8.9 GE and reported on only those, not including any of its adult secondary level students served with general funds. Another emphasis has been to establish some consistency at its various sites. DOC has also had to implement the use of our information management system (ABETS) and make changes in its pre and post testing procedures. There is still work to be done in these areas, and it is expected that DOC will address these issues in its extension application for 2004-2005.



The DOC has undergone administrative changes in 2005. They recently purchased a new database, which will assist them in collecting more reliable data. They have also participated in all the training provided by the State Department of Education/Office of Adult Education in implementing the Idaho Management and Accountability System (IMAS). The SDE/Office of Adult Basic Education has also provided them one-on-one technical assistance and will continue to provide technical assistance to assure that Correctional data is correctly entered into IMAS. Additional training in the National Reporting System has also been provided. Corrections post-test rates were low this year and they are working to improve their post-test rate. They are also responsible for following the ABE Assessment Policy and procedures.

#### **(6) Other Populations of Interest:**

Although the Indian Tribes of Idaho and the Hispanic population are not necessarily distinct from the priority populations of the Act, it is reasonable to note that both groups have state committees which focus on educational needs and have made recommendations to the State Board of Education. ABE will continue to follow the work of these communities and each provider will address how they will serve these populations and coordinate with other programs and initiatives (see Appendix C).

While most populations of interest have been cited, it is worth noting that the general classifications of target groups can be too broad. As a part of strategic planning Idaho expects its providers to carefully analyze the needs of its communities to find opportunities to serve niche populations. ABE's partnerships with various agencies, programs, and institutions should enable it to accomplish this mission. Regional providers currently have contracts with Health & Welfare to deliver Job Education Training (JET) to eligible youth and adults. This project essentially delivers basic skills through job cluster readiness: Office Occupations, Vocational English as a Second Language, Customer Services, etc. It is expected that those working in ABE will be gaining experience in customizing to specific needs, content, and target populations.

~~Most regional ABE programs are or have been involved in the state's Even Start projects. The State Director, State Professional Development Coordinator, and several ABE Directors or their appointees serve on the Family Literacy Council. The Professional Development Coordinator and one ABE teacher are also Even Start Evaluators. This partnership should continue. The Even Start Family Literacy Evaluation process has been revised and now utilizes outside evaluators.~~ The College of Southern Idaho program has a history of partnering with many school districts to provide service to parents while children were in care or involved in appropriate activities. The Boise State University program has met with personnel of the Boise School District to explore partnerships for serving parents in their neighborhood schools. ~~New partnerships are expected in the state's Twenty-first Century after-school projects. There are a variety of opportunities for serving this population through partnerships with programs and/or schools.~~

~~In Section 3 specific mention is made of the attention that programs should give to parents of students who may be struggling in K-12. Programs are expected to examine the available data from the Idaho Initial Reading Inventory for K-3 (IRI) and the Idaho Standards Achievement Test (ISAT) to identify the neighborhoods and communities in their services area to determine if they need to recruit more logistically and perhaps offer additional classes and/or service off-~~

~~campus or at other sites, with particular attention given to school partnerships. Programs will also be directed to identify the schools in their service area that have large numbers of students receiving free or reduced lunches.~~ There is no indication that AEFLA funds were used to serve parents of NCLB students in programs that the state indicates do not meet AEFLA's statutory definition of family literacy programs.

Two regions should address the opportunities that may occur with a new poverty project in eastern Idaho funded by the Northwest Area Foundation. Through continued participation in Workforce Investment Boards (WIBs) and other ongoing work with a variety of agencies, programs should be able to respond to the needs of very specific sub-groups, such as those facing plant closures. Most programs are part of the Rapid Response Team that includes Departments of Commerce and Labor, professional and technical colleges, and others who may assist when local economies face a crisis.

### **3.0 DESCRIPTION OF ADULT EDUCATION AND LITERACY ACTIVITIES**

#### **3.1 Description of Allowable Activities** (Description of how the service plan will unfold over the ~~five-year~~ 5-year plan period)

If one reads the entire Plan and pays particular attention to Sections 3, 5, and 12, the service plan should be clear. In summary, the essential elements of the service plan are (1) more attention to sub-populations, (2) research-based, thematic instruction suitable, effective, and motivating to sub-populations, (3) gradual, realistic increases in student performance, (4) increased number of workplace literacy and/or work site literacy projects by the year 2001, (5) increased family literacy projects by the year 2003, (6) use of a continuous program improvement model that supports these objectives, and (7) staff development and technical assistance built on CPI and evaluation of student progress and program needs. The continuous program improvement (CPI) activities and approach that the state has chosen to use is that organized by Judy Alamprese of Abt Associates. The state will continue its participation in the Quality Initiative with other northwest states. During the 2004-2005 program years there were many transitions in both staff and organization. As a result, Idaho's participation in the Quality Initiative with other northwest states was curtailed. However, local programs, to some degree, continued the process of CPI. Plans are to have the state's ABE program reconnected to the QI if possible to nurture and support improved practices for students' outcomes and system enhancement. In 2005 Idaho resumed activities with the Northwest Consortium and, while the project under the leadership of Abt Associates (Judy Alamprese) was completed at the end of January, 2006, Idaho will continue its relationship with the Northwest Consortium. At the state level, Idaho also plans to continue work with Judith Alamprese in order to continue the work we started using the AIDDE process of quality program improvement, and in the creation of a student transitional plan and RFP for the next multi-year program, appropriate for Idaho. Each local/regional applicant has been asked to develop a five-year plan around the objective of the State Plan. Each current provider will submit an extension application to bridge the coming year in preparation for the next multi-year plan and Request for Proposals process. Essentially, programs will prepare a budget request, update performance measures projections, and make any necessary changes to the 2004-2005 application in preparation for 2005-2006. Their process will mirror what is being done at the state level. Since Idaho has implemented the AIDDE process to assist programs with program

improvement planning, we will continue to encourage the use of this process in the extension plan as we have over the past several years. That means there must be some degree of flexibility to accommodate the specific needs of regions. It is expected that when we pull together the local plans that they will complete the state's map of accomplishing the performance objectives.

Over the 5 years, the most important objective is to have a larger percent of students making significant progress in basic skills, ~~going~~ continuing on ~~for~~ in further education, ~~getting~~ obtaining a job or advancing on the job, and producing positive effects in their families and communities. To accomplish this over the 5 years, the state office and local programs will carefully examine effective practices and instigate those changes which are indicated by objective analysis of student and program outcomes. This is seen as a gradual process in most instances. It is anticipated that all ABE personnel will benefit by sharing results from each program. Programs will be experimenting with various curricula and approaches with sub-populations and the results will be shared with the field. This should reduce the burden on programs which are already struggling to continue a level of service with flat funding while possibly facing new responsibilities under WIA.

The systematic analysis of data at the state, regional and local level has not occurred in 2004-2005 as it had in the past, nor has the technical assistance around using data to improve program performance. However, the past training has equipped local programs to continue these activities in-house. The transitions cited above, as well as some indecision about the historical data system led to a hiatus of sharing objective data on sub-populations. Because of the potential benefits of these practices, they will be renewed during 2005-2006. Past training to local regional programs regarding the National Reporting System and standards assisted the local programs in maintaining high quality data during the difficulties in 2004-2005. The regional programs assisted one another during this short period of time. Idaho has since purchased a new management system. All grantees have been trained in the use of the new system, follow-up is in place, and technical assistance is available 24/7. Weekly data checks are easily maintained since the new management system is web-based. At the conclusion of the 2004-2005 federal annual reporting periods, the state office provided state comparisons to each regional program for use in future planning. Data quality and the use of solid data in our planning processes will continue to be an integral part of our system and our planning for continuous program improvement. In the coming year, Access Plus will be working alongside Idaho to customize the query system in order to provide the information needed by our state to effectively plan improvements based upon data and in accordance with our AIDDE program improvement process.

With Idaho's clustering of population in 6 towns or cities and 1 metropolitan center and the rural nature of our state, its reliance on a regional approach has been the most productive and efficient way to deliver Adult Education and literacy services in the state. The efficacy of this approach is dependent on regional, full-service Adult Education centers coordinating and collaborating with a variety of partners, particularly in the more rural communities. In consideration of providing direct and equitable access to federal ABE funds and, in the interest of providing the highest level of service possible to the target population, all providers are considered, particularly those who can provide instruction to specific sub-groups, such as the incarcerated, those lacking English proficiency, and those most in need. In the following description of allowable literacy activities, it is expected and assumed that instruction will include technology both as a delivery

modality and as a component of the basic skills as appropriate, and that instruction will be contextualized to allow students opportunities for application in those areas of most concern and need to youth and adults.

- (1) **Adult Education and Literacy Services:** Regional ABE providers in Idaho must offer the full range of instruction from *Beginning Literacy* through the *high school equivalency* level, or more precisely, to the level of entering further education or employment. In addition to the General Education Development (GED) achievement, other upper-end outcomes are achieving a sufficient score on the Compass or CPT, required by most of the post-secondary institutions in the state, or entering employment. As noted in the Needs Assessment section, Idaho is a highly literate state, when compared to national data, but such facts do not diminish the needs of that segment of our population who are estimated to be functioning in the 2 lowest levels of literacy according to the synthetic analysis of the *National Adult Literacy Survey (NALS)*. Another effect of being in a highly literate state is that the expectation for individuals increases, particularly in the workplace. This is especially true in the regions where the workplace is struggling to find skilled workers who can transition from an industry-based economy to a knowledge/information-based economy. Businesses across Idaho are demanding higher math, writing, and communication skills. Therefore, ABE programs must strive for results for all students that will equip them to function in their jobs and communities. The following activities are allowable under the plan:

**X • Basic Literacy and Beginning ABE** instruction focuses on the skills of reading, writing, computation, and speaking. The use of thematic and applied approaches is encouraged, and all providers must indicate how technology will be incorporated in both mastering and applying the basic literacy skills. Emphasis will be placed on the recruitment and, more particularly, the retention of students at these levels; providers must clearly describe how they will prioritize for the intensity and duration of instruction required for making meaningful progress. In ~~1997-98~~ 2003, ~~24%~~ 11% of the non-corrections enrollment was in Literacy (2%) and Beginning ABE (~~9%~~), and 48% of the corrections enrollment entered at these levels. Statewide, it is projected that the percentage of basic literacy and beginning ABE students would ~~continue to be approximately 25% of the total enrollment, or 36% of the non-ESL enrollment.~~ be The percent of our students in these lowest levels of ABE decreased 50%; approximately 11-13% of the total enrollment. or 17-20% of the non-ESL enrollment. The percent of our students in these lowest levels of ABE decreased by 50%; however since this enrollment is the lowest in our programs with the exception of Advanced ESL, the numbers are relatively small. ~~They~~ This may be explained by becoming more precise in our initial assessment and placement, as well as some programs attempting to find more suitable placements for those who are actually seeking a social outlet.

Although the numbers in these levels are small, when one looks at the following levels: Beginning ABE Literacy, Beginning Basic, Low Intermediate, Beginning ESL Literacy, and Low Intermediate ESL together, the program is serving 50% of our students in these levels. If one only considers the levels of Beginning ABE Literacy, Beginning Basic, Beginning ESL Literacy and Beginning ESL together the program is still serving 32% of

the population in these lower levels.

In 2004, sixteen percent (16%) of the Idaho ABE enrollment was in Literacy (3%) and Beginning ABE (13%). The programs have been working to improve their recruitment and retention of the lower level students. Approximately 37% of Beginning ABE literacy students completed a level. Another 32% remained in level and continue towards the completion of their goals. Thirty-four percent of the Beginning Basic Education students completed a level and almost 30% remained within level, continuing towards the completion of their goals. We are continuing our analysis and planning to include more training in the areas of intake and goal setting, reading and LD to help us improve both our recruitment and retention of lower level students.

**X • Intermediate ABE** instruction in the areas of reading, writing, computation, speaking, and accessing information. Thematic and applied approaches receive increased emphasis in the intermediate level ~~with students led to connecting~~ literacy skills to the demands of life, work, and to students' short and long term goals. Most students enrolled in the intermediate levels are pursuing the GED, and a good portion of this group achieves the GED within the program year. The state's percentage entering in the intermediate ABE level in ~~1997-98~~ 2003 was ~~35%~~ 57% of the non-ESL, ~~non-corrections~~ enrollment, or ~~25%~~ 37% of the total ~~non-corrections~~ enrollment. The Department of Corrections also had 35% of its ABE enrollment entering at the intermediate ABE level. Intensity and duration are important considerations, but targeting specific student needs in terms of goals should allow efficiency in addressing the attention given to particular skill building.

In 2003, the enrollment in Intermediate ABE was 37% of the total enrollment. In 2004, the enrollment in Intermediate ABE was 39% of the total enrollment. About 37% of the low intermediate level students completed a level and 33.84% of the high intermediate students completed a level, while another 26% remained within level and continued their work in completing their goals. Again, while the increase is small, the larger percentage was in service to the lower level intermediate students. The state continues to improve our service to the most in need. Because Idaho has a fairly high level of literacy, it makes sense that many of our adult ABE learners are interested in completing their GED and gaining more workplace skills.

**X • The Adult Secondary Level** enrollees are ordinarily on a fast-track for GED completion and/or entrance into further training, education, or employment. These enrollees often can achieve their goals with limited time in the instructional programs since it is very common for them to need specific brush-up in math or remediation in grammar and writing. Approximately ~~20%~~ 16% of the ~~FY98~~ 2003 enrollment, or ~~29%~~ 25% of the non-ESL enrollment, entered in the Adult Secondary Level; ~~that percentage was only 2% in the corrections enrollment. The attrition rate is low in this group, 16.5% of the non-corrections students, and the success rate in achieving the GED quite high.~~ Idaho has one of the highest pass rates of the GED in the nation. With increased funding and innovative approaches, it is predicted that the state's ABE program could increase enrollment in this level rather readily if it marketed GED preparation. However,

increased ASE enrollment should not divert services from those in most need; those who enter the programs in ABE levels 1 ~~and 2~~ through 4 and those who need to build English language proficiency.

- ~~There are several issues that Idaho needs to address concerning those students who enter in Level 6. These have contributed to our lower performance on the National Reporting System in 2000 and require some specific planning and perhaps guidance from DAEL. Some programs have had an increase in the number of students with a high school diploma who enter the program in the highest ABE level. One program has always had high numbers with a diploma. These student enter ABE programs to brush up their skills, usually in writing and math, before they enter post-secondary; some have taken college entrance exams or the Compass test and been told to increase their skills in ABE before they can be admitted.~~

~~Students who enter ABE programs to brush up their skills, usually in writing and math, before they enter post-secondary, are assessed prior to enrollment. If these students fall below post-secondary level in their skills and they wish to attend ABE clases to improve these skills, they are enrolled in ABE regardless of whether they have a GED or high school diploma. When Idaho had CTC funding, computer classes were provided to adults in some of the rural communities as part of the Community Technology Center program; however, CTC funding, not AEFLA funding, was used to provide this instruction.~~

Programs will be asked to analyze their 2003 performance and address Level 6 projected performance in their extension application. In addition, programs will be directed to enter Level 6 students who have a high school diploma on an optional table, unless the state is directed to do otherwise by DAEL.

~~The number of enrollees in the Adult Secondary level dropped to 13% in 2004 from 16% reported in 2003. The ASE population continues to hold the highest percentage of completion at 40.04% (Low Adult Secondary Level) and 51.22% (High Adult Secondary Level). Due to the fact that our regional ABE programs are primarily housed in post-secondary institutions and community colleges, it makes sense that potential post-secondary students are referred to the ABE program to attain their GED and upgrade skills for the purpose of entering post-secondary or training programs. Idaho continues to have a good employment rate in 2004-2005 and jobs have been available. This may also contribute to the drop in the numbers of students enrolling at this level.~~

~~The local programs are also beginning to work more closely with their institutions to improve and enhance transitional services to this level student. The state plans to work with Judy Alamprese (Abt Associates) to design a transitional program that can be implemented at this level.~~

**Workplace literacy services** which are specific to particular industries or businesses, and literacy services which are delivered at work sites, will receive additional attention during this 5-year planning cycle. By the reporting date of 2001, the 6 regional centers



should have a minimum of one workplace literacy program and/or one literacy program at a work site. Partnerships and collaboration are prerequisites to workplace programs. The distinguishing difference is that a workplace program requires curriculum developed around the needs of the specific business or industry with the attendant workplace audit and evaluation by management. These require that the cost be covered, or partially covered, by the employer. A literacy program offered at the work site may use the same curriculum as the general ABE program and can simply be implemented at the work site for the convenience of employees. It may or may not include content/context of the workplace. ABE programs may budget for these from their ABE grants. **All ABE instruction is expected to contribute to workforce preparation; workplace literacy services are distinguished by the place of instruction and the degree of specificity for particular occupations and work environments.**

With the economic downturn, few employers have been that interested in having either workplace or work-based programs. Several food processing plant have closed in Idaho; this industry has been one with which ABE often partnered in the past. In addition, we have concluded that service areas and/or state need at least one person assigned to build workplace partnerships. Considering the many priorities that ABE has had and currently has, giving this area adequate attention is difficult. During the extension year programs will be asked to consider the possibilities in their regions and explain their intentions in regard to workplace literacy and their rationale. The expectation is that for the present ABE will be very receptive and responsive to arising opportunities, but will not assign or hire a specific person to pursue workplace partnerships this year. Should one of the programs choose to take this course of action, it will receive support to do so.

**(2) Family Literacy Services:** The role of adult basic education in family literacy services in Idaho is that of supporter and collaborator rather than as the first provider. Even Start Family Literacy programs across the state are required to include the regional ABE program in the proposal process; therefore, in the existing family literacy programs, ABE is a collaborating partner. The Even Start Family Literacy Project adopted the Idaho ABE Quality Indicators and data collection process as part of their scope and content for the project.

~~ABE is a member of each Even Start Family Literacy Advisory Committee across the state. The State ABE Director, Leadership Coordinator and several ABE Program Managers regularly attend and participate in the Family Literacy Cabinet. There are also two ABE staff members who participate as family literacy evaluators to the program and are part of the evaluation cadre of Even Start Evaluators. The Even Start Family Literacy Programs are required to budget training dollars that support the ABE Professional Development Series. Even Start is also included in many regional ABE trainings offered throughout the state and is included in the PDS Listserv.~~

~~The Even Start Family Literacy Program has been re-organized and is now administered through the State Department of Education Idaho Migrant Education Program. The State ABE Director and the Boise State University ABE Program Manager attend the Family Literacy Cabinet, but the evaluation cadre is no longer in existence. The Even Start Family Literacy Program and Adult Basic Education continue to share training opportunities).~~

We leverage ABE funding to expand and support Even Start family literacy efforts across the state by providing instruction, materials, technology, assessment, and data collection for the adult education components within the family literacy programs.

ABE in Idaho has a history of strong coordination and collaboration in delivering services to our population, and family literacy is no exception with ~~four of the six regional programs having formal Even Start partnerships, either in the past or currently, and two regional programs having less formal family literacy partnerships. Nevertheless, this area needs increased attention, and~~ Idaho ABE has, and is, looking to promising practices and collaboration that are not limited to Even Start grants. Developing sustainable relationships with various Title I programs, Even Start, Early Childhood, Migrant Education, English Language Development/Family Literacy, and Head Start offers many possibilities for tailoring family services to the needs of particular communities. In addition, the increased interest and activities of host post-secondary institutions in family literacy offers new partnering opportunities for adult education. Each sub-grantee will address family literacy in its 5-year application and develop a plan for partnering to deliver the adult component in an integrated manner.

As mentioned in the Special Populations Section of this State Plan Extension, the state's ABE programs will move from macro to micro-analysis of the needs of specific sub-populations in their service regions. Particular emphasis will be given to parents of children who attend schools where a larger percent of the enrollment has not scored at grade-level or acceptable level on 2 of the state's major assessments (the Initial Reading Inventory [IRI] and the Idaho Standards Achievement Test [ISAT]) and where there is a higher percentage of students receiving free and reduced lunches. ~~Although the emphasis in this planning is not on family literacy with all four required components, it is on partnering with schools and Twenty First Century programs to offer instruction in a setting supportive of and conducive to family literacy.~~ Of course, programs will continue to partner with true family literacy program, such as Even Start. Idaho ABE programs review data from school districts and from districts receiving free and reduced lunches as part of their program planning process. We have always partnered with schools, especially when there has been opportunity to conduct an ABE class at a public school where they offer child care. The school districts, in some areas, have also allowed us to use space for classes and computer labs. The State Office of Adult Education encourages all regional programs to analyze employment data and specific sub-population needs in their service areas.

~~Idaho ABE programs continue to provide adult basic education services in conjunction with Even Start programs across the state. Every Even Start provider in the state coordinates with their regional ABE program to provide instruction to the adults served in their programs. There are 5 Idaho Even Start Family Literacy programs funded this year (2005-2006). The Idaho Management and Accountability System (IMAS) collects data and information on all the adults attending family literacy programs who are served in ABE instructional programs. The Idaho Even Start Family Literacy program has been re-assigned and no longer remains the responsibility of the Adult Basic Education Program. Responsibility and oversight for this grant was transferred to the Idaho State Department of Education Migrant Education Program. The ABE Director and the Migrant Education Director have a strong working relationship and work closely with one another in the implementation of this grant. The state ABE Director continues to participate in all Even Start Family Literacy cabinet meetings. The ABE Director and the~~

~~Migrant Education Director will continue to plan together and share information, data and training. The evaluation position formally held by the State ABE Professional Development Coordinator no longer exists. The Even Start Family Literacy program has restructured their evaluation process and only plan to use outside evaluators to avoid any Conflict of Interest.~~

~~While several of the regional programs work closely with their local school districts to coordinate family services, they would not be considered “true” family literacy programs because they do not contain all 4 components of a family literacy program. However, it is worth noting that in one region in particular, the coordination of services for families is exemplary. Their ABE enrollment significantly increased due to their coordinated efforts with their local school districts, which provide childcare and pre-school programs corresponding to on-site ABE instruction to encourage adult participation in the ABE program. The state plans to continue encouraging these kinds of partnerships and encouraging the sharing of partnership agreements and strategies so other regions might also follow this model, to the extent possible.~~

**(3) English literacy programs** are prioritized and the level of expected service is dependent upon the demographics of the region. Four regions have comparatively high levels of need, and 2 have limited numbers who lack English language proficiency. In ~~1997-98 2002-2003~~ 2004-2005 Idaho ABE programs instructed ~~2,652-3151~~ 2,475 adults in English as a Second Language; ~~75.4%-approximately~~ 80% of these students were Hispanic. Since the state’s ABE funded programs are the primary providers of English as a Second Language instruction for out-of-school youth and adults, the ABE system has a heavy responsibility for, and to, the population needing English instruction. All ABE applicants must address capacity building, family literacy, quality, and outcomes in their plans for the ESL population, and give specific attention to planning for sufficient intensity and duration. In addition, they will address collaboration efforts to increase opportunities for this target group, particularly in family literacy, workplace literacy, work site offerings, and workforce preparation. The role of technology in accomplishing all goals will be specifically described.

~~Our numbers in ESL dropped this year even though we have many adults needing these services. Perhaps the high level of employment in Idaho contributed to the decrease in ESL students since many or our ESL population enters ESL programs to gain or improve employment opportunities. Programs will be asked to give specific attention to recruitment, curriculum, teacher training, and to the time and intensity of services in the coming year. The state plans to increase training in this area to assist teachers with strategies and content as well as intake and assessment. The local programs have already met with the State ABE Director to design more effective intake procedures for this population and to include improved goal-setting procedures. The state will enhance teacher training in the areas of ESL Assessment policy, curriculum content, as well as continued training in NRS standards and outcomes.~~

**X • Beginning Literacy and Beginning ESL:** ~~Sixty-Fifty-seven percent (1,395-1,678~~ in regional programs and ~~174~~ 103 in Department of Corrections and Idaho Migrant Council programs) of the ESL enrollment entered in these 2 lower levels in ~~1997-98 2003~~, with ~~17.5%-22%~~ in Beginning Literacy, indicating that they had no, or severely limited, reading and writing skills in their native language. Fifty-two percent of the ESL enrollment entered in these 2 lower tiers or about 17% of the total target population. The

programs met between the 36% and almost 40% completion level and managed to do an admirable job of retaining these lower level students. The most pressing need for this group is sufficient intensity and duration to allow application of English at work and in the community at a pace which reinforces the acquisition of a new language. Emphasis in planning for this population is on strong curriculum, sufficient intensity, and retention to allow progression to higher levels of competency in the use of English.

**X • Intermediate ESL:** ~~Twenty-six percent~~ Twenty-eight percent of the regional programs ESL enrollment in ~~FY98 FY2003~~ entered in the Intermediate ESL level, while ~~37% 33%~~ of the DOC and ~~49% of the IMC enrollment~~ entered at this level. The total in this level was ~~744~~ 871. Again, the emphasis for these students is on intensity and duration of instruction which allows the growth to fully participate in the society. Twenty-eight percent of the regional program ESL enrollment in FY 2003 entered in the Intermediate ESL Level. In FY 2004, 29.3% of the regional ESL enrollment entered in the Intermediate ESL Level, or about 9% of the total population. The emphasis for these students remains on intensity and duration of instruction. Percentages completing level are 40.25% (Low Intermediate) and 38.13% (High Intermediate) with a fair level of retention. However, retention at the low intermediate ESL level is poor with 39% separating before completion. The improvement of intake and goal setting for students in these levels will be emphasized and curriculum content will be reviewed, along with analysis of instructional intensity and duration. Strategies for improvement will be implemented.

**X • Advanced ESL:** This has always been the smallest level in the ABE system (only ~~372 445~~ 457 students in ~~FY98 FY2003~~ FY2004), and it's expected that it will remain so for several reasons. The primary reason is that adults at this level do not have difficulties communicating at work and in the community that those in the lower levels experience; thus, these adults are less likely to seek services. Second, there are other opportunities for these adults to receive English instruction in some communities. While the expectation that those entering our programs for the first time at the Advanced ESL level will remain stable, there is the expectation that we may experience an increase in those who enter the Advanced level from advancement through the program. Providers are expected to address this population in their planning, particularly around transitioning to further education and training.

The EL Civics project served 794 students in 2002-2003 and all of the 22 teachers working in statewide EL Civics projects were brought together in Boise, Idaho in late May to report-out on their projects and present their findings from their area. Each class teacher brought at least one lesson plan to share with the group. The Adult Basic Education tracking system and the ABE intake forms are now used to track the progress of EL Civics participants.

A total of 760 students were served in EL Civics FY2004. Two of the 6 regions in Idaho have very small ESL populations and they do not warrant EL Civics programs. EL Civics instruction is highly integrated into all the ESL programs across the state. The intent of the EL Civics program has not changed from the original plan. EL Civics

allows Idaho to enhance services and offer EL Civics instruction in communities where there has been little or no ESL offered in the past. The EL Civics curriculum combines the teaching of English with civic instruction and participation. The curriculum also addresses preparation for citizenship and the content relating to preparation for citizenship. They are designed as enhancement classes at all levels. Idaho will emphasize citizenship preparation as a main focus of the project in the coming year.

EL Civics training was provided through Idaho's Quality Institute, a week long, intensive training held in the fall. All of the EL Civics teachers in Idaho attended the Institute training. Heidi Spruck provided the training for Idaho's EL Civics teachers around research-based strategies. In-Tele-Com also provided training in the implementation of Crossroads Café, On Common Ground, and Madison Heights curriculum. Most EL Civics projects in Idaho are using Crossroads Café and/or On Common Ground, either in its entirety or in a hybrid model.

~~In several regions ESL retention was higher in EL Civics classes vs. the regular ESL classes, even though the intensity of instructional offerings was the same. We have not been tracking this since the first year of EL Civics funding.~~

### 3.2 Uses of Funds for Family Literacy

Collaboration is the essential ingredient of family literacy programs. Regional providers are expected to partner with other agencies, schools, and programs to assure that parents receive appropriate, quality basic skills instruction and that parents have the tools to be the primary teacher for their children, and full partners in the education of their children. In a full family literacy program it is expected that other partners will provide age-appropriate education to prepare children for success in school and life. Although full family literacy models require interactive activities between parents and their children, early childhood activities, parent education, and family literacy may be supported through a number of instructional strategies in the adult setting. By the year 2003, it is expected that each funded program will have at least one of the following:

~~X • a full family literacy program in collaboration with a school, Head Start, or other entity. While there is not a full family literacy program in collaboration with the above agencies or school districts in every region, most of the 6 ABE regional providers are engaged in a full family literacy program, and one ABE program is providing ABE instruction to 2 Even Start Family Literacy projects. only one out of the six ABE regional providers is not engaged in a full family literacy program and that one program was formally involved in a full family literacy project before the program ended. They remain interested in supporting and coordinating with any new family literacy projects proposed for their region. Meanwhile, all the programs support ABE and ESL classes that support parents in developing a home environment that nurtures childrens' academic and civic growth.~~

~~X • one or more classes for adults who follow a curriculum which supports parents in developing a home environment that nurtures childrens' academic and civic growth, as~~

well as their health. The state Director is not aware of any classes with this specific goal.

***Special Rule regarding uses of funds for family literacy (Sec. 231)(d)** Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of section 203(1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities.*

### **3.3 Descriptions of New Organizational Arrangements**

Once the other agencies have completed their plans under the Workforce Investment Act, and as the State Division of Vocational Education completes its plan under the Carl D. Perkins Vocational and Technical Education Act of 1998, new arrangements for serving mutual clients may emerge. Short of entirely new arrangements, it is very likely that modifications and improvements may be made which enhance existing cooperative efforts. For example, it is very likely that ABE and the Seasonal and Migrant Farm Worker Project within the Department of Labor may work to strengthen services to the seasonal and migrant farm worker population by utilizing more specific referrals and reporting to one another. Within the next year it is expected that state level agreements among agencies, some in the form of memoranda of agreement, may assist local providers in developing such at the local level.

As the new Workforce Investment Boards are being organized, the chairpersons or PIC executive directions of the 6 regions have contacted the office of Adult Education to nominate someone to represent ABE on the Board. In several instances, they have requested that this office support the person with the highest policy making authority at the community college, college, or university who can represent ABE, Vocational/Technical Education, and general higher education in the interest of keeping the Boards at a manageable size. ABE programs managers are members of the Regional One-Stop Collaborative teams; most regions expect the collaborative team members to act as staff to the Boards. The Boards will deal with policy issues while the collaborative teams will deal with the nuts and bolts of service delivery.

Idaho is still in the early phases of interpreting and implementing the provisions of WIA. As mentioned elsewhere in the Plan, ABE is involved and working at both the state and local/regional level on a number of teams, committees, and councils. All ABE programs either house, or have easy access to Idaho Works kiosks or work stations and, through a HUB IV project, ABE has developed a module that uses Idaho Works information and integrates it into ABE curriculum.



The question of co-location is still being explored. The State ABE Director, as well as others, does not see the need for actual physical co-location of affiliate partners in population centers; however, she does strongly support physical co-location in rural areas. The state currently has at least 2 rural sites that have made this a nice reality. We hope to use these sites as models. Several state agency partners, including the ABE Director and the State Leadership and Professional Development Coordinator, are planning to visit these sites in August on a fact finding mission and to plan technical assistance in areas which may need attention.

The Workforce Development Council and the local Workforce Investment Boards have been fully functional for more than 5 years now. ABE is represented at both the state and local level. ~~There is an MOU between the Department of Education and the Department of Labor.~~ At the time of this submission, ABE has not yet received an MOU for the coming year. Please refer to the Statewide Service Partners appendix page for Idaho's WIA partners. This list is from our Idaho Works. Idaho has had very limited co-location of ABE and other affiliate partners in the One-Stop sites. This has not appeared to hamper the level of collaboration in serving students and clients.

In the summer of 2005, a determination was made by the state executive branch -- the Governor's office and the Department of Commerce and Labor -- to restructure the WIA plan for the next 2-year period. The new 2-year state plan included the reorganization of the LWIB's into one statewide unit administered through the state office of Commerce and Labor. The objective of the reorganization is to reduce or eliminate the \$1.3 million in administrative expenses required to staff and operate the LWIB's by consolidating all administration into the state office. After a great deal of debate and voiced opposition against the elimination of the local WIB's, the Council finally voted in favor of a statewide WIB. The local WIB's are eliminated; however, the council is implementing a plan whereby the local voice will be represented and included at the state level. It is unclear at the writing of this extension revision how that will take shape. ABE Program Managers in all the regions remain an integral part of interagency committees. They will continue these partnerships so they will be poised for inclusion as the local voice is better defined. Regional ABE programs will continue to participate in the local One-stops. The State Workforce Development Council is in the planning stages of how to implement this process and have not, at the time of the writing of this report, created MOU's with partnering agencies. The State ABE Director remains part of the planning sub-committee, which assists in setting the agenda for the Workforce Development Council. The ABE Director has also presented ABE data and information regarding the program to the new Council members at the last WDC meeting. and is actively exploring the possibility of becoming a member of the State WIB Council. This area will be further addressed in the next multi-year plan.

#### **4.0 ANNUAL EVALUATION OF ADULT EDUCATION AND LITERACY ACTIVITIES (SEC. 224 (B)(3))**

Continuous program improvement processes and results-based reporting are centerpieces of the Idaho ABE plan. Consistent and reliable data are necessary for both program

planning and evaluation of current activities employed to instruct students.

**ABETS, Idaho Management and Accountability System (IMAS)**, as stated, tracks student academic progress or outcomes and GED attainment.

#### 4.1 Annual Evaluations

~~Idaho has developed its own management information system, *Adult Basic Education Tracking System, or ABETS*, to track and report on all the data required by the Division of Adult Education and Literacy (DAEL), Office of Vocational and Adult Education, U.S. Department of Education. Programs can generate information throughout the year for use internally, by other agencies or their host institution, or the state. *ABETS* is able to generate all the data required regarding entry levels and progress in skills, as well as demographic information; of course, it is not able to track program impact information. Numerous trainings have been held for ABE staff, teachers, and managers regarding reporting. Programs generate a partial semi-annual report and a full annual report. Prior annual reports are used in conjunction with provider applications, comparative tables on program activities and funding, and evaluation data in making decisions about annual funding. All evaluation instruments and proposal rating forms have been built on Idaho's Indicators of Program Quality. While an interstate peer evaluation has been used in the past for evaluation of all state programs within the period of the State Plan, that practice will be discontinued unless funding increases substantially. See 4.2 below. A sample of the *ABETS* is included in Appendix B, as well as a sample of other graphics which can be easily constructed with the *ABETS* data. The annual report is the primary document used in program evaluation. Programs submit a narrative with their annual data report which addresses any slippages in program goals and projected student progress and services.~~

The state has moved from the traditional evaluation process (an event) that focuses on inputs to a continuous program improvement process that focuses on the analysis of the quantitative student outcomes. The emphasis is on identifying areas of strength and weakness and the contributing factors rather than on inputs that are assumed to produce desired results. With programs electronically submitting student data every 2 weeks and technical assistance site visits focused on student outcome data, resources are focused on assisting programs to monitor their own performance and adjust practices to serve students and serve them more effectively. Program Managers meet quarterly, and at each meeting a portion of the agenda is devoted to the state's current and past data. Yearly monitoring visits will be conducted beginning in the current year and continuing through the extension year.

~~Program evaluation should be carefully examined in the next multi-year planning with decisions made concerning the content of the evaluation, those who should conduct the evaluation, and the purpose of the evaluation, the level of resources to be used. Idaho plans to adapt the Oregon State Evaluation Instrument to conduct program reviews in the coming year. Idaho will scale down the intensity of the review due to funding resources, but plans to conduct at least a 3-day review of four programs in the coming year.~~

Prior to 2006, Idaho developed its own management information system (ABETS). This system was replaced in January, 2006 with the Idaho Management and Accountability System (IMAS). This change came about for several reasons. ABETS was no longer an option for use in Idaho and it was decided that a web-based system would better serve the needs of our state. The Idaho Management and Accountability System will track and report all the data required by the Division of Adult Education and Literacy (DAEL), Office of Vocational and Adult Education, and U.S. Department of Education. The IMAS will automatically be updated to provide users all revisions required by the National Reporting System and the Office of Vocational and Adult Education. It is also designed for use by local program staff and teachers for the purpose of planning continuous program improvement and managing instruction.

Since the Office of Adult Basic Education no longer has a technical person on staff, the North Idaho College (NIC) Adult Basic Education program volunteered the services of their expert data person to assist the state in providing technical assistance and training on IMAS to the regional programs. After initial training was provided, the State Department of Education/Office of Adult Education contracted through an MOA with the NIC data person to help defray the cost of her time in assisting the state with ongoing technical assistance. Also, since Idaho continues to work with Access Plus to customize IMAS, especially in the area of queries and the analysis of data for program improvement purposes, we need a data person who can work closely with both the field and with Access Plus to successfully address our state needs. This person will then act as a liaison between Access Plus and the state and regional programs as we further customize the product for state use.

The State office also lost the Administrative Assistant to retirement. A new Administrative Assistant has recently been hired and the possibility of the Administrative Assistant taking some of the data responsibility will also be explored in the coming year. ~~will take responsibility for the weekly data checks and follow-up, error check follow-up, etc.~~ The State Director will continue in this capacity until such time as the Administrative Assistant is adequately trained to take over this responsibility, if this becomes a viable option. The NIC data person will continue to assist the state office and regional programs with training and technical support, and the state will contract with the NIC data person for ongoing services.

IMAS allows the state to conduct data checks daily, if necessary; however, the state conducts data checks bi-weekly. Errors are immediately addressed over the telephone with the local data person, and face-to-face intervention and technical support is provided whenever necessary or whenever requested. The Access Plus help-line is available 24/7. The north Idaho data person also stays in close contact with Access Plus as they trouble-shoot any problems that arise. Solutions are then posted on the IMAS Communication Board so that all programs have access to the latest information. The IMAS also has many built-in features which prohibit the entering of incorrect data, which was not always the case with the use of ABETS. This has eliminated our need for error reports. All of the items previously included in our ABETS error reports are addressed in the IMAS system, so errors are corrected at the time of entry or the entry cannot be

completed. The State Administrative level must approve any changes to incorrect entries once they have been approved, and in some cases only Access Plus can correct a change. Therefore, when data is entered and approved, programs cannot go back and make changes in the fields they've entered.

All the regional programs have most of their student data entered into the IMAS. Data, from earlier in the year, had to be entered as well as current on-going data. This has been a slow process because it is not easy to go back and correct errors in this system. One must be focused and intentional when entering data. The State ABE Director is currently conducting weekly data checks and working closely with the data support person from North Idaho College in implementing the new system. We will also work closely in planning future training.

A small group of teachers and data personnel have formed a statewide training committee to address ongoing NRS training and IMAS support. This is supported by the state.

The Idaho Management and Accountability System (IMAS) replaces all the functions attributed to ABETS in this section, and more.

**4.2 Evaluation Activities:** *The guiding philosophy of all evaluation is to encourage improvement in instruction, student outcomes, and community services. The entire ABE system, as well as individual providers and programs, will strive to demonstrate the principles of a learning organization.*

~~**X •** The regional programs continue to struggle with setting program performance. More assistance and training will need to be provided; otherwise, they tend to use the same performance targets as the state. The regional programs use the same performance targets as the state and the state will continue to ask programs to address performance when it does meet the state targets. Each program manager will be contacted by the State Director to review their performance and review their plan to implement changes. All funded programs are expected to engage in on-going self-evaluation with their applications and annual report narratives describing the process, improvement areas, and results, as well as the reasons for failing to meet projected performance or the state's average projections.~~

~~**X •** Annual reports and partial semi-annual reports which are submitted to the state will be coupled with on-site program reviews for validation. The state generates all of the NRS tables now and programs are encouraged to generate their own. Site reviews concentrate on validating student data.~~

~~**X •** The state Adult Education Office will have an ABE data base of all students in ABE funded programs no later than the year 2000. (Currently, each program has a data base and the state receives aggregated data.) All data is currently electronically submitted every two weeks and combined in a state data base. The state ABE system has not moved to web-based reporting to date for several reasons. The pros and cons of doing so~~

~~are still being considered. All programs now use ABETS, and any new grantee will be required to use ABETS. The state will support any new program in installing the program and training staff in its use. The change in data management systems has been addressed above. The underlining has been removed and this section omitted because it no longer applies. IMAS is a web-based management system).~~

- ~~**X**•~~ ~~Regional workforce boards will contribute to the evaluation process of regional ABE programs by reviewing applications as well as commenting on quality of service to shared clients. (The precise process for the local boards will have to be addressed after the Department of Labor submits its Plan next year.) Idaho no longer has local WIB's; however, during the extension year, programs will be encouraged to present to their local regional partners designated by the Workforce Development Council and seek recommendations for service improvement that members might be able to give).~~
- X**• The Center for Educational Research and Public Policy at the University of Idaho, in partnership with the State Department of Education/Adult Education Office, will conduct follow-up impact and customer satisfaction surveys at 6-month, 12-month and 15-month intervals, as funding and need allow. The state did not pursue this objective. Contributing to the lack of action was the comparatively low response rate from former students in the past, the difficulty of locating former students and, more importantly, the resources (time and people) that were being expended on continuous program improvement activities, expanding technology in the rural sites, and increasing accountability. In addition, a number of programs do some form of student follow-up for specific purposes. No new activities are planned in follow-up during the extension year.
- X**• As the Department of Labor develops its Plan, it is expected that there will be interagency collaboration around collecting wage information about shared clients. At a minimum, 9 months will be required to collect a valid sample of wage information from the prior years' enrolled students. Essentially, by the year 2001 it is expected that ABE will be able to report average wage data regarding unemployed students from the prior year. By the year 2002, through partnership with the Department of Labor, it is expected that ABE will be able to report average wage data for other stratified samples of students whose employment status may be of mutual concern to partner agencies. ***In all such instances individual confidentiality will be protected; only average wages will be reported.*** Since the state's ABE system chooses not collect data beyond that required by the NRS, Idaho did not collect average wage data for former ABE students. It has collected gained employment and employment retention data and will continue to do so. These indicators are used in calculating performance award funding. We will continue our MOU with the DOL to obtain employment information and, at which time average wage data may be required or needed, that will be collected in the same manner through agreement with the DOL.
- X**• Continued work and training by and for ABE practitioners around common definitions and descriptions of student levels, progress, assessment, and quality practices will be done at the state, regional, and local level. The State Adult Education Office and the State Leadership and Program Development Coordinator will coordinate these activities with

providers. Idaho ABE will continue the ongoing training and technical assistance around all factors contributing to accountability and student results. Programs are expected to assure that staff uses common definitions and consistent practices.

- X** • Periodic (2-3 times within the 5-year plan) evaluations by an experienced professional from one of the Northwest Regional Literacy Resource Center Consortium states and/or other regional or national organizations will evaluate local programs. A scheduling conflict with a neighboring state's staff led to cancellation with one evaluation, and the dissolution of the NW Regional Literacy Resource Center prevented pursuit with this objective. Earlier cited concentration on continuous program improvement activities, with its emphasis on continual self-evaluation and technical assistance, indicated that the planned evaluation was not completely necessary. During this extension year, decisions must be made on the form of future evaluations. Idaho has conducted desk audits and program reviews that emphasize program improvement. In the extension year, Idaho will also implement a program review process that correlates with our AIDDE program improvement process. The state plans to conduct 4 site reviews in the extension year.

## **5.0 PERFORMANCE MEASURES (SEC. 224(b)(4))**

As described in Section 4.1, the **ABETS IMAS** allows Idaho to collect data on student progress on all students across the state. Through a number of training and work sessions with ABE practitioners, the field continues to achieve more consistency among providers on use of acceptable evidence of student progress in addition to post standardized tests for those with less than sufficient hours for post testing. The following tables around each functioning ABE level, prior performance, and expected performance through the year ~~2002~~ 2004 indicate that the state is approaching student outcomes in a holistic fashion with emphasis on reducing attrition while increasing retention and movement to high performance levels in the basic skills. Idaho has deliberately not chosen to project on completion of levels only for several reasons. Primarily, to simply complete a literacy or beginning level and then leave the program is not considered sufficient for students who need much more progress to be able to compete in the workplace and achieve other life goals. Therefore, equal attention has been given to progressing within level and moving to a higher level. Emphasis will be on intensity and duration of services for those with the most educational needs while it is expected that those who enter in the adult secondary level or for very specific purposes, such as citizenship, may be able to accomplish their goals and/or achieve the GED within a short period of time. **The guiding principle in establishing Performance Measures is that the system accommodate the breadth of student needs, goals, and motivations; that the system is accountable to its students, funders, other agencies, and the general public; and that the program has sufficient data to examine its own performance.** Since guidance from the Division of Adult Education and Literacy (DAEL) directed that only standardized post tests were adequate measures of student progress, the state has discounted the process of using other agreed-upon measures of judging student progress. Guidance from the DAEL also directs that every state must have an assessment policy to guide the assessment process. Idaho has created an assessment policy which all providers are required to follow. It still appears worthwhile to consider the retention of students in the program as a positive result though



at this time there is no monetary award attached to the *remaining in program* category.

## 5.1 Eligible Agency Performance Measures

In accordance with Section 212 (b)(2)(A), Idaho has collected base-line data to the level currently possible and projected expected performance over the next 3 years, as well as the current year, around the following 3 core elements of performance:

*(1) Demonstrated improvement in literacy skill levels in reading, writing and speaking the English language, numeracy, problem solving, English language acquisition, and other literacy skills;*

*(2) Placement in, retention in, or completion of postsecondary education; training; unsubsidized employment, or career advancement; and*

*(3) Receipt of a secondary school diploma or its recognized equivalent.*

Each program applying for and receiving ABE funds will use local data from the last 3 years and project through the year ~~2002~~ 2006 on the core indicators described here in the State Plan. Each funded program will track its progress and adjust its projections, if needed, based on both its performance and negotiations with the State Adult Education Office, just as the state will do in reporting state-wide progress and negotiating projected performance with the Division of Adult Education and Literacy, Office of Vocational and Adult Education, and the U. S. Department of Education. The state provides local programs with statewide comparison data, Census data, Kids Count data, Commerce and Labor data, and a list of free-lunch schools within their region. Each regional program also analyzes regional performance data in preparation for completing the Extension Proposal.

While the accompanying tables, Section 5.3, are considered reliable for core elements (1) and (3) above, they are inadequate in addressing number (2). (Problem solving in number one is not included in the tables (1), but is discussed under 5.2 Additional Indicators). Although the annual reporting form completed each year by the programs and state and submitted to the Division of Adult Education and Literacy (DAEL) has asked for most of this information in the past, programs have not had the capacity to gather most of it in any consistent and reliable manner. In addition, programs have been constrained to report on only one year's students, making it impossible to gauge any impact over time. Number (2) is additionally addressed just before 5.3 *Levels of Performance for the First Three Years*, which the tables reflect. The accompanying tables reflect the state's past 2 years' actual performance, the current year's projected performance, and projections for year 2004-2005.

## 5.2 Additional Indicators

- X** • The state and funded programs will continue to collect data and examine the relationship between hours of instruction and student progress for those students performing below

the adult secondary level in ABE, and for limited English proficient students, particularly those below the Advanced ESL level. Depending on the findings after the first 2 years under the Adult Education and Family Literacy Act, the state's ABE system should be able to make recommendations regarding appropriate intensity and duration for stratified population groups needed for success in acquiring skills in reading, writing, computation, and speaking English.

- X** • Each program will collect base-line data on the number of students below the adult secondary level, including ESL students, who have been post-tested and project the number targeted to be post-tested over the next 3 years. The need for increasing the number post-tested varies by program, with those with lower than average contact hours needing the most improvement. Sufficient post-testing is highly related to the issue of intensity and duration, as well as having sufficient information for sound planning and improvement in services, including productive instructional strategies. Post-testing rates are improving within regions, but in some regions the post-test rate is still below the 50% state projection. The state continues to work with local programs in this area and post-testing data will be reviewed with each regional program during their site review visit.
- X** • Within the next 2 years, the ABE system, in cooperation with other education and agency partners, will develop appropriate measures around problem solving and other employability skills for shared clients. The improbability of arriving at measures of validity and reliability in these areas has left to abandoning this objective.
- X** • During FY2000, the ABE system will adopt a guideline for measuring computer literacy progress. Adult Basic Education in the State Department of Education and the State Division of Vocational Education will develop articulation between computer basic literacy and computer training offered by the post-secondary technical system. It is expected that there may be some variation from region to region, as well as needs in the more rural areas. While this area has been researched, the work has not been completed. With guidance from DAEL the State will develop policy in the area of computer literacy during the extension year.
- X** • Each funded program will indicate how many of the students who were considered to have "completed their entry level or reached their goal and left the program" were those who accomplished their individual learning goal, and to summarize the range of those individual goals. Reaching the individual learning goal is no longer accepted as proof of completion; only standardized post-testing that indicated level completion or advancement is accepted.

**(2) *Placement in, retention in, or, completion of postsecondary education, training, unsubsidized employment, or career development:***

Each program will arrange to track students who achieved the GED, or who entered specifically to raise skills to pursue further education, at 6 to 9 months after leaving the program to ascertain if they have entered further education at that institution. The Council of Adult Basic Education Administrators will reach agreement about common

procedures to be used by all programs.

The responsibility for obtaining post-secondary entrance information has been assumed by the state for the last 3 years, and the state office will continue to work with the Office of Higher Education, Idaho State Board of Education. Although the data that can be obtained is limited to state post-secondary credit enrollment, the process is uniform across the state. Local programs will continue to be encouraged to also collect some information on post-secondary enrollment because it keeps program staff more cognizant of this goal. In addition, they can obtain some insight to other choices students might be making; such as, out-of-state institutions, short-term training, etc. The Office of Higher Education, Idaho State Board of Education is now connected to a national post-secondary education data base. In 2004 they provided a national data match of ABE students entering post-secondary institutions. Since many Idaho students cross state boundaries to attend schools in Washington, Oregon, and Utah, it is helpful to receive data match information from across the borders. It also tracks students attending some of the private colleges within the state. At this time, we have no way to collect data for those entering short-term training, a vital program for those who are retraining or moving quickly into employment.

- X** • The Adult Education Office of the State Department of Education will collaborate with the Department of Labor to obtain average wage information on a subset of ABE students at time of entrance into Adult Basic Education and 9 months after leaving the program. The number of programs that collected income information on a sufficient number of students was not sufficient to make this a worthwhile activity. In addition, without this information being required by NRS, it did not appear to warrant asking DOL to run such data match for ABE. The student intake forms have been updated to include income information; however, this is optional for students. 2004 data will be analyzed to determine the percent of students who actually have this optional information and how many are low-income according to federal definitions.
- X** • Follow-up studies by the University of Idaho (Section 42) will contribute to this data collection. As cited above, these studies were not contracted.

### **5.3 Factors (Addressed throughout Section 5.0)**

## **6.0 PROCEDURES AND PROCESS OF FUNDING ELIGIBLE PROVIDERS (Sec. 224 (b)(7))**

### **AWARDING CONTRACTS TO PROVIDERS**

Idaho will award a minimum of six 5-year projects, subject to yearly local performance and availability of federal funds. In the interest of serving citizens of the entire state and encouraging collaboration with other institutions and agencies with economic efficiency, Idaho has historically used a regional approach in funding ABE programs. Idaho has 6 administrative regions used by most of its state agencies (Labor, Vocational Rehabilitation, Private Industry Councils, Workforce Boards, One-Stop services, Division of Vocational Education, etc.); Health

and Welfare uses 7, dividing southwestern Idaho into Ada County and the rest of the southwestern counties because of the population. A post-secondary institution is located in each of the 6 regions, and a technical college is located on each of these campuses. (In one instance, Region VI, the post-secondary institution is a technical college). An ABE learning center is located on each of the campuses. Half of those are housed in the technical colleges and there has been a long-standing collaboration between the State Department of Education and the State Division of Vocational Education regarding ABE. The state's established providers have been these programs located at 6 state post-secondary institutions, with each of these programs having responsibility of serving the surrounding regional geographic area. In addition to the primary regional approach, equal access and the needs of the specific sub-populations require that the state entertain proposals from all interested providers. Traditionally, 2 providers have received ABE grants: The Idaho Department of Corrections and the Idaho Migrant Counsel. The Idaho Migrant Council (IMC) did not provide the state with performance data for 2 years. The State ABE Director set up several meetings with the IMC and provided on-going technical assistance and training in the use of the ABETS management system. The State Office of Adult Education also provided curriculum and teacher training; however, the IMC was unable to produce performance data at the end of the program year. The IMC has also been re-structured several times and had an extremely high turn-over rate in staff and administration over the past several years. In 2003, the IMC decided not to pursue grant money under ABE and did not submit an extension application. The SDE Office of Adult Education called and offered assistance but the IMC did not feel that their organization was well enough organized, at the time, to meet the requirements of the Adult and Family Literacy Act. Regional programs continue to collaborate with the Idaho Migrant Council, especially in some of our very rural areas.

## **6.1 See Appendix D for Application Packet**

(A copy of the Continuation Proposal to be used for the extension year (04-05) (2005-2006) is attached.

### **6.1.1 How Funds will be spent**

As per Title II of the Workforce Investment Act, at the state level funds will be spent as follows:

- 82.5% for local programs, including up to 10%, but not more than, for incarcerated or institutionalized adults
- 5% for state administration
- 12.5% for state leadership (These funds will be apportioned between supporting state wide activities which support core professional training and technical assistance for local providers, and locally identified staff development needs which result from a continuous program improvement process.) (The demands of moving the state forward in consistent and standard practices around accountability, reporting, developing standards, and continuous program improvement indicate the need to use approximately 75% of the State Leadership funds for state wide technical assistance activities and training.) The state no longer funds a statewide leadership person. This will be revisited in the extension year and addressed in the new plan; however, due to the training needs of the

state and the funding level received for leadership and staff development, the state is considering contracting with an outside consultant (Judith Alamprese Abt) to assist the state with some of the administrative training in program development for program managers. The state plans to contract with highly qualified, trained teachers/trainers to provide leadership training in content areas for teachers. The state will also contract with well trained regional data personnel, NRS, and assessment personnel to provide training to teachers, staff and administrators across the state.

The local (regional) provider will describe, in adequate detail, how a grant will be expended and requirements of the legislation observed. These include a 25% match of federal funds, and no more than 5% spent on administration unless negotiated in the event the services can not be delivered without additional administrative costs. By federal law, providers are prohibited from using federal funds to supplant state or local dollars. All federal funding will be used to enhance learner services, as outlined in this Plan.

The following criteria, which attempt to balance need, potential participation, and past performance or level of service, will be used in granting federal ABE funds each year to eligible providers whose 5-year application has been approved:

- \* The ability of the provider to meet or exceed the state performance levels on core indicators.
- \* The number of out-of-school youth and adults in the region, 16 years old or older, who do not have a high school diploma or GED. (This information will be supplemented by the latest National Adult Literacy Survey estimates on Level I and Level II adults in the region).
- \* The number of adults who have limited English proficiency (LEP).
- \* Past performance of the provider around the core indicators of student performance, with particular attention to serving those most in need educationally and those in need of English language instruction.
- \* The number of full-time centers and the number of outreach sites serving rural students.

### **6.1.2 Cooperative arrangements (Sec. 232)**

Local (regional) providers must work with a variety of organizations, institutions, agencies, businesses and industries, as well as various departments and divisions within its host institution. These partnerships must be described in their application; their participation in the One-Stop, in particular, should be adequately described. The Idaho Workforce Development Council is being re-organized as one statewide organization. The regions will report to their partnerships with whatever structure is available to them in their local regions since the local WIB's have been disbanded. While all the ABE programs remain connected to their former WIB partners and many of the regions have established interagency committees, the regions are waiting for direction from the Department of Commerce and Labor to establish the local structures to

support the statewide Council. The local providers will describe their participation in this process and how they plan to continue their interagency partnerships with the One-Stops in the next multi-year plan. Regional ABE programs will continue to participate in One-Stops in their regions.

Since the 6 regional ABE centers at the post-secondary institutions are the historical providers with a record of past effectiveness, it is most important that cooperative and collaborative partnerships with those listed in Section 6.2 Eligible Providers are evident for both the intent of direct and equitable access, as well as using all available resources to serve the target population(s) as well as possible.

## **6.2 Eligible Providers (Sec. 203 (5))**

The following organizations are eligible to apply to the Office of Adult Literacy for federal funds:

- Local education agencies
- Community-based organizations of demonstrated effectiveness
- Volunteer literacy organizations of demonstrated effectiveness
- Institutions of higher education
- Public or private nonprofit agencies
- Libraries
- Public housing authorities
- Consortiums of organizations listed above
- Other nonprofits that have the ability to provide literacy services

The availability of funds is announced in newspapers and at various meetings, ~~including the Idaho Coalition for Adult Literacy, where most of the membership is CBO's, libraries, and private non-profits.~~ (The Idaho Coalition for Adult Literacy no longer exists). Applications are often routinely mailed to these organizations unless they indicate that they are not interested. This is an open process, as clearly stated on page 7 in Section 3.1 and other places in the Plan. All applications are accepted; historically, very few outside the regional post-secondary institutions, Department of Corrections, and Idaho Migrant Council apply.

## **6.3 Notice of Availability**

Awards to eligible providers will be made through the Request for Proposal (RFP) applications process. To help ensure direct and equitable access to funds for adult literacy and basic skills activities, RFPs will be announced directly to providers and through regional media. Electronic notification will also be made to existing providers, and a number of forums, including Idaho Coalition for Adult Literacy, (no longer exists) will be used to inform current and possible providers about the process. The Workforce Development Council and the local Workforce Investment Boards (the local Workforce Investment Board no longer exists) receive information in both presentation and written form regarding ABE plans, performance, and the application process. In addition, all providers will be considered for grants based on the same criteria. These criteria are aligned with the directions contained in this Plan and the 12 considerations required



by federal legislation. Grants will be awarded on a multi-year basis. Future efforts will be made to assess what support eligible providers might need in order to implement this Plan and broaden discussion of how these needs can be met.

#### **6.4 Process**

The following outlines the general process; an application packet is included in Appendix D.

1. At the beginning of the funding cycle, Requests for Proposals (RFP) are made in early March.
2. Five copies of the application are due by the first of June.
3. Applications are reviewed in June.
4. Applications are reviewed by an external and internal committee.
5. Notifications of awards are made by July, or in early July, depending on receipt of sufficient student performance data.
6. Annual reports from the previous year have been due by mid-August; through improvement in the reporting system and technical assistance, the plan is to have the annual reports in the beginning of July within the next 3 years.
7. ~~Claims for reimbursement are made quarterly. The State Education Office now processes claims as they are received. For the extension year of 04-05 2005-2006 continuation proposals are being solicited for receipt of May 15 31 to accommodate other changes that are occurring in the state system, with the exception of notifying applicants of awards/allocations. June 1, 2004. All procedures will be reviewed before the next multi-year plan.~~

Attached is a list of the Reviewers for the 5-year Plans and Application for 2000 funding. Reviewers are chosen to represent those with whom ABE should be interacting or partnering, or those with particular interest in common clients/populations. The Literacy and Special Projects Director of the State Library usually serves as a reviewer and advisor, but was unavailable to do so this year. Reviewers receive the applications and rating sheets before meeting. At the meeting (June 28, 11:30-3:00 this year) applications are discussed, information on available funding is presented by the State ABE Director, variety of past performances and funding comparative data are presented, application ratings are compiled, and recommendations on funding for the coming year are made. The reviewers may also recommend items that should be clarified by applicants or conditions for funding. The State ABE Director completes the process of notifying applicants of reviewers' comments and awarding funding, as well as negotiating any items which may call for that.

#### **6.5 Evaluation of Applications (Sec. 231 (e))**

The 12 required considerations for awarding grants to eligible providers are from the Workforce Investment Act 1998, Title II: Adult Education and Family Literacy, Section 231 (2e):

***In awarding grants or contracts under this section the eligible agency shall consider:***

- (1) *the degree to which the eligible provider will establish measurable goals for participant outcomes;*
- (2) *the past effectiveness of an eligible provider in improving the literacy skills of adults and families, and after the one-year beginning with the adoption of an eligible agency's performance measures under section 212 (2A and B) the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy;*

*Section 212, Paragraph 2: Core Indicators of Performance* - *The core indicators of performance shall include the following:*

*Item A:*

- i) *Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.*
- ii) *Placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment, or career advancement.*
- iii) *Receipt of a secondary school diploma or its recognized equivalent.*

*Item B:*

*Additional Indicators* - *An eligible agency may identify in the State plan additional indicators for adult education and literacy activities authorized under this subtitle.*

- (3) *the commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills;*
- (4) *whether or not the program:*
  - (A) *is of sufficient intensity and duration for participants to achieve substantial learning gains; and*
  - (B) *uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;*
- (5) *whether the activities are built on a strong foundation of research and effective educational practice;*
- (6) *whether the activities effectively employ advances in technology, as appropriate, including the use of computers;*

- (7) *whether the activities provide learning in real life contexts to ensure than an individual has the skills needed to complete in the workplace and exercise the rights and responsibilities of citizenship;*
- (8) *whether the activities are staffed by well-trained instructors, counselors, and administrators;*
- (9) *whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary educational institutions, one-stop centers, job training programs, and social service agencies;*
- (10) *whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;*
- (11) *whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and*
- (12) *whether the local communities have a demonstrated need for additional English literacy programs.*

## **7.0 Public Participation and Comment**

**7.1 Description of Activities:** The Adult Education Office has used informal contacts, sharing the State Plan draft and discussing mutual points of interest, as well as presentations to scheduled meetings of groups and committees who represent one or more of the Workforce Investment Act (WIA) agency and program partners. For a full list of meetings, participants, and those who received drafts, see Appendix G. Below is a summary of activities.

- The ABE Administrators Council received drafts of the Performance Measures in October and reviewed the changes and requirements of the Adult and Family Education Act in January.
- The Division of Vocational Education, Department of Labor, Division of Vocational Rehabilitation, and the Department of Health and Welfare were contacted and received a draft of the Plan; in some instances meetings were held among representatives of the agencies. The Division of Vocational Education hosted several meetings, both informal, about coordination and more formal ones in which ABE participated.
- Regional meetings were scheduled by the State Adult Education Director and the State Leadership and Professional Development Coordinator with ABE teachers, staff, and program managers, the administration of the program's host institution, and advisory council when possible, as well as other community members which the ABE programs

were encouraged to include.

- The 70% Committee of the State Board of Education has been asked to review the Plan and give their recommendations to the full Board.
- The Governor's Workforce Policy staff person has been contacted for direction on both obtaining a time for the Workforce Development Council to review the Plan, as well as procedure for submitting the Plan to the Governor for comment.
- The Workforce Training Network (WTN), a consortium of post-secondary technical institutions whose focus is on short-term training for employees, has been asked to review the Plan with a view to enhancing coordination of services for the current workforce.
- By March 1, a copy of the Plan will be on the Department of Education's website and notices placed in the major newspapers regarding the Plan encouraging parties to request copies of the Plan and make recommendations. The State Library will also be asked to distribute the Plan to some of the libraries.
- Members of the Idaho Coalition for Adult Literacy participated in a briefing on the State Plan in January and a presentation will be made to the full group in February.
- Key program Coordinators and Supervisors within the State Department of Education will be asked to review the State Plan, as well provider applications, to assure coordination with those programs whose focus intersects with that of ABE; these include, but are not limited to, Title I, Even Start, Migrant Education, Limited English Proficiency, and Reading.

During this extension process, contact was made with the Office of the Governor, Idaho Department of Labor, the State Division of Professional and Technical Education, various program Coordinators within the State Department of Education, and the local program Directors to discuss the purpose of the extension and the vision for the future that might influence activities during the extension year. The upcoming multi-year plan will require a much more specific and formal approach.

## **7.2 Governor's Comments**

## **8.0 DESCRIPTION OF PROGRAM STRATEGIES FOR POPULATIONS (SEC. 224 (B)(10))**

Although Idaho has no unified state plan at this time, it has become clear from the Workforce Development Council's work, as well as that of other groups, that Idaho's leaders expect agencies to work together to assure that our citizens have the tools to be self-sufficient and productive citizens and that Idaho can compete in the national and world economy while preserving the state's quality of life. To that end, ABE will employ the following strategies and be prepared to adapt additional ones as other agencies indicate additional opportunities.

## **8.1 Strategies**

Briefly, these strategies should assist in identifying cohort populations: the working poor who need improved skills to advance and benefit from training in the workplace, thus flexible hours, job-site instruction, week-end instruction; coordinating with vocational counselors, Displaced Homemakers and Single Workers, etc. to help transition some to self-sufficiency; coordinating with other agencies to identify sub-populations that may need to be recruited into ABE programs, or who may need to have specialized curriculum to satisfy both the students and partners; etc.

- Providers will conduct local area planning processes that identify populations most in need in their service area;
- Providers will indicate how they will coordinate with workforce boards, partner agencies, and other programs within their institutions;
- Providers will clearly indicate how they will provide the intensity and duration to effectively serve those most in need;
- The ABE system will emphasize skills (basic, job and life) in the educational contexts of worker, community member and family member, and strengthen partnership initiatives which identify, develop, and match skills for occupational and academic needs;
- The ABE system at both the state and local level will focus staff development and technical assistance activities on accountability, instructional technology and meeting the needs of students with particular barriers, such as learning disabilities, as well as family literacy and workplace literacy;
- The system will promote changes in program design and delivery to include effective intake and orientation components, class scheduling that allows greater access for working adults and opportunities for sufficient intensity of instruction;
- ABE will continue to support the use of technology to deliver and enhance instruction including distance learning, internet resources, and adaptive technologies; and
- ABE will use the principles of a learning organization and continuous program improvement to meet the challenges of accomplishing its objectives.

## **9.0 INTEGRATION WITH OTHER ADULTS EDUCATION AND TRAINING ACTIVITIES**

### **9.1 Description of Planned Integrated Activities**

Adult Basic Education in Idaho will continue and expand upon its history of coordination and collaboration with numerous institutions, organizations, and agencies. In addition, new partnerships with the private sector are encouraged in its planned workplace literacy activities.

The Adult Education Office of the State Department of Education participates in the state's One Stop initiative and the Workforce Development Council. The Superintendent of Public Instruction is a member of the Council and the State Adult Education Director serves in a staff capacity. At the regional and local level the ABE program Managers, or their immediate Supervisors, serve on One Stop committees and local Workforce Investment Boards.

Below is a partial list of those with whom ABE has coordinated at the state, regional and/or local level. These coordination activities have ranged from simple mutual referrals to full partnerships around specific objectives. The emphasis over the next 5 years is to move from coordination to full collaborative planning in those circumstances where services to students would be enhanced by doing so:

- Vocational and Technical Education (name has since changed to the Division of Professional & Technical Education)
- Title I (Even Start, Migrant Education, English Language Development and Family Literacy)
- Tribal Education
- Division of Vocational Rehabilitation
- Americorp and Vista
- State Library and Local Libraries
- RSVP
- Local School Districts
- JTPA, Private Industry Councils (now WIA, Title I, and Workforce Investment Boards [WIBs])
- Department of Labor, Local Job Services
- Variety of non-profits
- Idaho Public Broadcasting

## **9.1 Description of Planned Integrated Activities**

**Please see above discussion on One-Stop, WIA under New Organizational Arrangements**

## **9.2 State Unified Planning**

As the State Unified Plan is developed, Adult Basic Education will assure that its plan will mesh appropriately. It is expected that this will be done primarily by additions regarding local Workforce Investment Boards and working out the details of common data collection and evaluation of services for shared clients/students. The Adult Education 5-Year Plan was presented to the State Workforce Development Council for review and approval, and to the State Board of Education.

## **10.0 DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS (SECTION 224 (B)(12))**

### **10.1 Description of Steps**

The Adult Education Office of the State Department of Education assures that:

1. All eligible providers have direct and equitable access to apply for grant and contracts under Title II, Adult Education and Family Literacy; and
2. The same grant and application process is used for all eligible providers in the state.



## **10.2 Notice of Availability**

The following steps will be initiated to ensure direct and equitable access:

- An announcement of the availability of federal funds, under Title II of the Workforce Investment Act of 1998, will be sent to all literacy providers throughout the state;
- An announcement of the availability of federal funds will be posted on the State Department of Education web site and will be published in statewide newspapers;
- Any eligible provider may request specific proposal guidelines for the purpose of applying for funding; and
- A standard criteria for evaluations of local proposals will be used for all eligible providers; and collaborative and/or consortium efforts as identified in Eligible Provider Sections 6.2 and 6.3.

Further descriptions of the application process and awarding of grants is found in Section 6 and Appendix D.

## **11.0 PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS**

### **11.1 Types of Programs**

Idaho will spend no more than 10% of direct services federal funding on incarcerated and institutionalized adults. Idaho will provide basic skills instruction, English language instruction, and GED preparation to those in jails, prisons, and half-way houses, and/or rehabilitation centers to the level possible within the 10% limitation. A description of the level of services provided in 1998 is found in Section 2.2 (5).

### **11.2 Priority**

The priority for instructional services is to those expected to be in a jail for at least 2 months and those in prison who are likely to leave within 5 years. An additional priority is that Adult Education funds be used for offenders in adult corrections systems, not juvenile corrections systems.

### **11.3 Types of Institutional Settings**

The term correctional institution means any prison, jail, reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

## **12.0 STATE LEADERSHIP ACTIVITIES (SEC. 223 (a), (b))**

## 12.1 Description of Activities

- (1) *The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231 (b) including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.*

~~Since this section is very lengthy and our philosophy has not changed, we plan to continue with the activities listed under this section. Rather than addressing each section individually, an explanation of activities for the coming year will be provided in keeping with the goals and objectives contained in the original Five-Year State Plan.~~

~~The AIDDE process and the ABE Framework continue to drive staff development activity. Technical assistance provided by Judith Alamprese and Abt Associates will continue in the coming year and, if the Northwest Regional Consortium continues, Idaho plans to continue participation.~~

~~Based upon the AIDDE process and the analysis of our state data, Idaho must concentrate efforts on creating a more effective intake and goal setting process to assure that our programs retain a higher number of students prior to entering classes. Research in these areas will be provided to local programs, and state program managers will be brought together to share current practices. Suggestions from research will be discussed and implemented into our intake plans, and teachers and staff will be required to participate in the NRS on-line training as well as in a regional follow-up workshop regarding goal setting, assessment, and the creation of student plans.~~

~~Continued training in the National Reporting System around assessment, goal setting and setting performance goals will be included in our ongoing training, as well as specific training for data personnel. The NRS standards and our ABE Framework will be incorporated into all our training modules to reinforce the link between instruction and program design with outcome measures and quality improvement.~~

~~Idaho plans to coordinate efforts with Judith Alamprese to assist our local programs in the creation of a realistic transitional plan for our adult population wishing to enter post-secondary education and training programs, and to assist us in creating a new RFP for our multi-year plan.~~

~~The training provided for ESL teachers will also include EL Civics. The state will provide training in the sustained silent reading and pair work processes. We have 2 lead teachers who participated in these research projects. We will develop an on-line basic ABE and ESL training course for new ABE/ESL teachers and/or ABE/ESL teachers with little background so our rural and part-time teachers have more access to training, as well.~~

~~The Professional Development Series continues to offer training for teachers in the content areas. In the coming year, we plan to emphasize content training in the areas of reading, math, and ESL. We plan to incorporate the reading study research provided by OVAE into our content~~

training. We are also using the ESL ToolKit for our online training, and the online NRS training. We need to establish criteria to better evaluate the outcome of all our training, and state leadership funding will be used to enhance our evaluation and follow-up procedures. Idaho has established a small committee of teachers in the lead content areas to research and create an evaluation tool for program use. We also plan to continue our training in the LD area to better equip our teachers to assist struggling learners with useful instructional tools.

Idaho plans to work with the University of Idaho to explore certification and master certificate programs linking training to college credit. This will be discussed more fully in the next multi-year plan.

Finally, Idaho no longer has a professional development coordinator. In the coming year, funds will be re-evaluated to determine if it is possible to establish at least a part-time position to assist in overseeing this area.

Idaho will also continue with program evaluation and on-site visits, providing technical assistance as needed. The model of providing both state training and regional training will continue and Leadership funds will be tied to specific activities that will enhance program performance and improve services to our adult target population.

The Reauthorization of the federal adult education program underscores the need for the ongoing development of an effective professional development system, to equip programs and instructors in fulfilling the new statutory provisions for program accountability and reporting. With programs and instructors facing additional requirements and responsibilities that can only be met through ongoing and effective professional development activities, Idaho is striving to develop a capable and sustainable staff development system that embraces the model of a learning organization. The AIDDE process and the ABE Framework continue to drive staff development activity. Technical assistance provided by Judith Alamprese and Abt Associates will continue in the coming year, as well Idaho's participation in the Northwest Regional Consortium.

Incentive funding provided the means to implement quality statewide training through a Quality Institute for Teachers, Managers and Staff (including many of our partners.) Our focus on quality program improvement focused on improving quality of instruction within the ABE Framework as a model throughout the year as we created RFP's for projects and as the Leadership team worked with individual sites around the analysis of it data and quality improvement planning process. Idaho has only received incentive funding one year. It has not received incentive funding for the past few years.

Leveraging training money from the ~~Incentive Award~~, Leadership, Community Technology Centers Projects, LINCS Project, IDEAL Project, and EL Civics allowed the state to design comprehensive and coordinated training and technical assistance.

The learning organization is one that fosters “systemic organizational learning”. This model provides learning at all levels-individual, team, and organizational; that the culture is one of

feed-back and disclosure, allowing the freedom to make mistakes; that learning is highly social and interdependent, and that the organizational infrastructure is designed to foster not only formal, but also informal and incidental learning. ("Confronting New Understandings about Professional Learning and Change" by Baskett and Marsic, *New Directions for Adult and Continuing Education*, 1992).

There is no exact blueprint for transforming a traditional organization into a "learning organization". However, while there is no exact blueprint, there are 6 "action imperatives" listed by Watkins and Marsick (1993) in their published article, *Sculpting the Learning Organization*, which lead to transformation. These are:

- Create continuous learning opportunities
- Promote inquiry and dialogue
- Encourage collaboration and team learning
- Establish systems to capture and share learning
- Empower people toward a collective vision
- Connect the organization to its environment.

To achieve these action imperatives, Idaho has established a three-prong approach to offering a variety of training opportunities:

- A. Staff development activities, at the program level, will be based upon prioritized goals agreed upon in the program's continuous program improvement process, which reflects the program needs revealed in the program's data. Programs must identify professional development goals as linked to program goals and describe the intended improvement and measurement of these goals. Only staff development activities that meet these requirements will be considered for funding. A portion of leadership funding is awarded to programs to assist them in providing training to their regional staff, in areas identified from program data and as needing improvement, for the purpose of improving their performance (using the AIDDE process). These needs are addressed in their extension application.
- B. Special projects that serve both the needs within individual programs and needs within the state, as information is shared and models are developed that can be adapted from program to program. The state encourages regional programs to participate in national research project opportunities.
- C. Statewide core training that supports consistent training in a core of teacher competencies and that facilitates communication among programs, elevates our standards, and serves as preparation in the event that we ever move to certification of ABE teachers. Each program will be expected to insure that at least 50% of staff will have completed training in the 6 "basic" Idaho core skill areas, by the year 2003. There are currently 14 core training modules available (6 "basic" core modules and 8 "general" core modules). By the year 2004, each program will also be expected to have at least 25% of their staff trained in a variety of "general"

core modules, encouraging teachers to expand their knowledge base. Programs may make some substitutions in the 6 basic modules, should program demographics and needs be better served by doing so.

The following data reflects the fiscal years of 2003-04: During the last 5 years 610 teachers have participated in PDS training; 306 of these teachers completed multiple modules; and 146 completed 4 or more modules. Considering that Idaho usually has approximately 120 teachers, most of them part-time, in any given year, the participation has been more than acceptable. Most of the state's ABE teachers have years of experience and attrition is low. Participation in PDS training is open to other partners; staff from the following sampling of partners has completed training in specific modules: Central Job Corps, Clearwater Public Library, Family Literacy Even Start, Tribal Resource Center, Department of Corrections, Idaho Migrant Council, and various public schools. No Content training was offered through the Professional Development Series in 2004-2005 and PDS was disbanded in 2004-2005. In 2005-2006 PDS was available to regional programs upon request. With so many changes in the program in 2005-2006, training opportunities were provided to address very specific, identified needs. However, the PDS modules that correspond to the program improvement needs within our state and regional programs will be offered in the extension year.

The 6 "**basic**" core modules of training include the following:

- Adults as Learners, Clients, and Partners
- Math as Problem Solving
- Communicative ESL
- Developing Oral Fluency
- Teaching Strategies for Multi-Level ESL
- Teaching the Reading Process

The 8 "**general**" core modules of training include the following:

- Basic Skills in the Workplace
- Collaborating For Client and Student Success
- Cooperative Learning
- Participatory Problem Posing
- Improving Thinking Skills
- Theme-Based Instruction
- Volunteers and Teachers in the Classroom

The PDS core training has been revised to include updated research in each training module. Application of standardized test information to guide instruction has also been added to each training module, as well as added resources and websites that provide information and strategies for struggling and LD students. An additional reading strategies training module has been developed to include reading strategies based on the latest reading research. An evaluation of ABE writing teachers around the state was collected and a writing module was developed, based

on the latest research, to address issues in the area. The basic “core” of training has been revised to reflect the needs in the field and includes the following:

General ABE Training:

- Adults as Learners, Clients, and Partners
- Assessment (in development)
- Cultural Awareness

Content Area Training:

- Math as Problem Solving
- Communicative ESL
- Developing Oral Fluency
- Teaching Strategies for Multi-Level ESL
- Teaching the Reading Process
- Teaching Research-Based Reading Strategies (new)
- Improving Thinking Skills
- Theme-Based Instruction
- Volunteers in the Classroom

Idaho ABE is currently exploring the possibility of interfacing our PDS training with Adult Education classes provided through the University of Idaho and the creation of a Master Teaching Certificate. The University of Idaho currently provides both University undergraduate and graduate level credit for participation in PDS training.

Statewide training will also include leadership training for program managers. All program managers will be expected to attend 10-15 hours of training each year to include, but not to be limited to:

- Leadership development
- Development of partnerships
- Assessment and instruction of students with special needs
- Evaluation processes
- Manager handbook information (legislative issues, standards, measurement, etc.)
- Management system and results based reporting
- Continuous program improvement processes.

Training for managers will be conducted through the State Leadership Initiative (University of Idaho and the State Department of Education/Office of Adult Education) and will also include partnerships with other agencies, programs, and educational institutions, as is appropriate.

The project and partnership with the SDE Office of Adult Basic Education encourage a systemic process affecting all aspects of program performance, which is dependent on student performance. All activities are, and will be, planned around the expectation that they will have an impact on student services and performance and contribute to a dynamic system that continuously evaluates itself and modifies practices for effectiveness.



***According to the Adult Education and Family Literacy Act, Section 231(b), Instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension must be based upon research that has proven to be effective in teaching individuals to read.***

Idaho has established statewide "core" teacher training based upon the Professional Development Series (PDS). The Professional Development Series consists of training modules for basic skill providers and others allied with a basic skills system; they are revisions of work undertaken by Pelavin and Associates (with San Francisco State University as subcontractor). Following initial development, the modules were later revised and a system for their implementation was developed by the Northwest Regional Literacy Resource Center (NWRLRC) through a grant with the National Institute for Literacy (NIFL).

Modules employ research-based components of effective staff development. Integral components of this training include:

- Pre-session preparation
- Introduction of contemporary theory
- Demonstration
- Practice
- Structured feedback
- Application (over time)
- Reflection/evaluation.

Most modules include about 12-14 hours of training activities, intended to be delivered in 2 sessions within an interim period of several weeks for participants to complete assignments applying the principles of the first session. Comprehensive learning strategies have been built into the training. The modules were developed for practitioners by practitioners to maximize relevance and transferability of material.

## **TRAINING IN THE READING PROCESS**

***"Teaching the Reading Process"*** is a 2-part workshop designed for those working with ABE and/or ESL students who have basic literacy needs. The sessions include background reading on theory of the reading process, strategies for meeting adult students' literacy needs, and planning for implementation, reflection, and feedback for the participants. Strategies ranging from phonics to oral fluency to reading comprehension are included in this training module.

Individual programs will also continue to conduct training to meet specific needs within programs as identified in their strategic planning, continuous program improvement process based upon program data. Individual ABE programs in Idaho will continue to train new teachers in "Teaching Intensive Phonics". They will provide more intense training in reading comprehension, phonics, and reading assessment, as needed. Hiring a reading specialist, in one program, has improved the quality of their assessment for low level readers, especially in the outreach areas and has improved the quality of reading curriculum for lower level readers.

Reading assessment will be addressed through statewide training in April of 1999. This training will address the use and diagnosis of the *Woodcock-Johnson Tests of Achievement (Revised)* reading assessment since this is the instrument which will now be recognized as the statewide reading assessment to be used with low level readers. This instrument will assist in the determination of reading level, in the determination of reading curriculum and necessary adaptations to existing curriculum, and in the establishment of guidelines to assisting those with learning difficulties and disabilities.

### **TRAINING VOLUNTEERS**

A number of the Idaho ABE programs utilize tutors and volunteers in their literacy programs. Idaho has adopted TELT (Training Effective Literacy Tutors) as the statewide volunteer training program.

This course was designed to provide high quality training for teachers, volunteers, paraprofessionals, and developmental educators. The training is based upon specific research indicating the attributes of an effective tutor. It is designed to create excellent tutors by equipping them with the knowledge and skills necessary to excel. The training was designed to equip tutors to be culturally sensitive, work with different learning and teaching styles, understand the adult learner, assess the student's ability to set and achieve learning objectives, and become familiar with the training materials provided. Currently, all Idaho ABE programs are utilizing this training to assist tutors and volunteers in their teaching of basic reading and literacy skills to low level ABE/ESL students.

We will continue to utilize this training as our statewide training for volunteers and tutors. We currently have 3 TELT trainers presenting this module in the state of Idaho. We plan to train at least 3 more presenters in this module over the next 2 years. This will provide training for volunteers and tutors in an ongoing process throughout the year and allow more flexibility.

### **TRAINING TEACHERS**

A cadre of statewide trainers that are qualified to present the PDS modules has been established throughout the various regions for the purpose of serving statewide training needs and improving the quality of instruction within our ABE/ESL programs. . Our plan continues to be one that both trains teachers and cross-trains teachers for the purpose of delivering consistent quality instruction to the students we serve. Currently, we have 15 trainers that are qualified to deliver core teacher training. We plan to prepare 10-12 new trainers over the next 4 years so that pairs of ABE programs (geographically located) can share trainers and each meet their training needs in a more cost effective way. The state met this goal but it was difficult to maintain this number of well qualified trainers in the state. Also, our leadership goals have shifted away from the number of teacher trainers needed to provide PDS training across the state to the number of trainers we need to meet our specified AIDDE/NRS training needs. We plan to continue building our cadre of state content experts and regional trainers. Currently, we have 10 state trainers qualified to deliver training in assessment, NRS, IMAS, reading, math, writing, LD strategies, ESL, etc.

A Two certified CASAS assessment trainers provides CASAS training for the majority of our ESL sites since most of our state ABE programs use this assessment to determine placement and student progress. We plan to provide more training in the area of assessment in the coming year in the areas of reading, TABE, CASAS, ~~and~~ BEST, and Best Plus.

The ABE statewide data system (~~ABETS~~) (IMAS) requires ongoing training. We currently have 3 state trainers in this area, strategically located to serve the 6 regions throughout the state. We plan to continue group ~~ABETS~~ IMAS training when changes and updates occur, but we find that training provided around the needs at each site is most effective now that we have an established system utilized by all the state ABE programs. Idaho is also utilizing the online NRS training and providing leadership funds to regional programs, allowing them to pay for teacher time as teachers participate in training outside of working hours.

Last year (2003-04) we had a total of 239 ABE/ESL teachers and staff who participated in PDS training, CASAS training, TELT training, ABETS training, and/or Crossroads Café training. This was training provided by the state and offered at a variety of locations. Further training was offered at each ABE site to include reading and ESL training. We plan to continue to offer PDS training, as well as statewide training that is linked to the program's continuous program improvement process as reflected in the proposal process.

## ***2. The provision of technical assistance to eligible providers of adult education and literacy activities.***

In keeping with Idaho's three-prong approach to provide a capable, sustainable learning organization, technical support will be available and staff development activities will be planned that focus on program needs.

In assisting programs to deal with specific needs revealed in their data, the State ABE Director and the State ABE Staff Development Coordinator will visit each ABE program within the state, at least once a year. For example, last year, we arranged to meet with the teachers, staff, and administrators at each program site and conducted a "Results-Based Reporting" informational and round table discussion (see agenda and evaluation). The intent of the "Results-Based Reporting" meetings was to help teachers and to enlist their ideas and cooperation in the evolution of results-based reporting throughout the state. Programs were encouraged to integrate their annual reports into their strategic planning process and to look at the annual report not only as a statistical report, but also as a planning tool to support learning gains.

The evaluations collected from the participants, regarding the "Results-Based Reporting" meetings, expressed an overwhelming desire for more opportunities like this, where programs study and reflect upon their own data and where training is provided from the State Office to assist the programs in their planning process as they grapple with creating solutions. We look forward to real quality improvement in our state ABE programs as we continue to offer this kind of technical support.

Our efforts in providing technical assistance, particularly in the use of data, have been greatly enhanced by receiving a Community Technology Centers Grant almost four years ago. The

grant, with a statewide focus, allowed the state's Adult Education Office to contract a technology directory through the University of Idaho. The CTC Director, who had developed Idaho's ABE information management system (ABETS), has been able to train and five technical assistance in the collection, reporting, and use of data throughout the state. The CTC grant has ended.

~~Technical support is also available to Idaho ABE programs' through our partnership with the Northwest Regional Literacy Resource Center. To increase teachers' awareness of the services, the Resource Library staff provides materials for display at annual conferences.~~

~~The Instructional Resources and Technology Coordinators provided individualized technical assistance to teachers in all five states, including customized research, creation of specialized bibliographies, distribution of articles from a vertical file, recommendations of materials from the Resource Library, and recommendations of appropriate software or other technologies. NWRLRC has a growing collection of materials available for purchase. Generally, these materials are those not available through any other source; they primarily were created by practitioners and made possible with funding authorized by the National Literacy Act of 1991, section 353. In this way, NWRLRC enables programs and practitioners across the region to access materials from other states in a cost-effective manner.~~

~~During 1997/98, the Publications List was updated and formatted. It was also placed on line on the web site so that interested parties can access it electronically. The NWRLRC Web site also allows participating states to include their individual training schedules and training information on this web page. Idaho has included its training calendar, as have Washington and Oregon. In this way, we share information and training opportunities across state lines.~~

~~NWRLR also creates and distributes a quarterly newsletter, the Regional Resource Round Up. The content includes articles received from teachers in the region on topics of technology, workplace basic skills, and family literacy. The newsletter is mailed to programs in the member states. The Regional Literacy Resource Center no longer exists; however, the consortium of states of the northwest continues to function around the Quality Initiative and other matters of common interest, such as hosting COABE in Portland in 2003.~~

~~The NETC (Northwest Educational Technology Consortium) project made possible a much broader effort to integrate technology through three broad goals:~~

- ~~• Develop a regional corps of coaches to provide intensive, hands-on, local training and facilitation of the process of integrating instructional technology into the adult basic skill curriculum to a limited number of sites in each state.~~
- ~~• Develop a cadre of trained reviewers to review instructional software and write evaluations to be published in the Software Buyers' Guide.~~
- ~~• Update and enhance technology related materials and disseminate them throughout the region in print and electronic form.~~

~~This multi-year project is creating within the region and the member states a growing number of practitioners skilled in the use and integration of technology in adult literacy programs. The NWRLRC also provides excellent training for our NETC facilitators and consultants.~~

~~The NETC project has provided training for three technology consultants in Idaho. These technology consultants will continue to assist programs in maintaining high quality information management systems through the use of on going training and follow up in the use of the ABETS management system at each individual site. Each consultant is assigned one to two ABE programs to assist so that all regional program needs are met. Statewide ABETS training is offered to provide updates and review changes within the system to comply with the federal regulations as well as collect the program data necessary to meet the statewide goals and objectives. These trained consultants, as well as others, provide other technical training to programs, as well. Technical training is not viewed as separate from other training opportunities. As programs identify training needs, in keeping with their individual continuous program improvement, there is technical assistance available. The NETC project ended.~~

The HUB IV project allows Idaho to participate in designing ABE/ESL curriculum to be shared on the Internet. HUB IV provides the expertise and partnerships to set up appropriate guidelines and criteria for designing ABE curriculum for students.

**3. *The provision of technical assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.***

The provision of technical assistance to enable providers to improve quality within their programs will be accomplished through training in the use of a continuous program improvement process. This assistance will be provided by:

- The Department of Education, Office of Adult Education (see #2 for more detail on the "Results-Based Reporting" training process, for example).
- Outside consultants, peers, and colleagues.
- Internal staff development activities that identify resources in their own communities that can provide assistance in improving program quality.

Also, see #2 for more information regarding technical assistance and training. We will recommend that the strategies presented in the "Plan-Do-Study-Act" model be integrated into each program's continuous program improvement process, and assist programs in the implementation of this process.

## **PLAN-DO-STUDY-ACT**

---

PLAN....What you are going to do and how you will know if it works

1. Define the System
2. Study Current Situation
3. Analyze Cause

DO.....Carry out the plan and monitor results

4. Try out the Improvement Theory

STUDY...Evaluate the outcome; learn from the results

5. Study the Results

ACT..... Take action on what you learn

6. Standardize Improvement
7. Plan Continuous Improvement

#### **4. *The support of State or regional networks of literacy centers.***

In a time of restricted resources for state activities to support basic skills, working regionally to share resources, projects, and expertise makes more sense than ever before. We plan to continue to work with other states in the region to determine new applications for the use of technology, core skills and knowledge for teachers and administrators, and evaluation of the effects of improvement processes.

~~The partners of the Northwest Regional Literacy Resource Center, through a grant from the National Institute for Literacy, work together to enhance interagency collaboration and staff development systems for literacy providers in Alaska, Idaho, Wyoming, Oregon, and Washington. These states pooled their state literacy resource center funds to create a cooperative venture providing information and staff development services to literacy practitioners in the member states. As state literacy resource centers ceased to be funded, the states continue their regional efforts as their resources allowed. The five member states contribute proportionally to the Resource Center budget. Idaho ABE has benefited from this partnership and plans to continue to support this cooperative venture with the NWRLRC. As cited earlier, the resource center has been disbanded, but the original states and Montana continue to participate in a consortium that focuses on continuous program improvement, specifically the Quality Initiative facilitated by Judith Alamprese of Abt Associates and supported by the Division of Adult Education and Literacy.~~

Our state ABE programs continue to work closely with literacy boards within their communities, and the PDS training is inclusive of our literacy partners in both urban and rural areas.

See #2 for additional information regarding Idaho's partnership with the Northwest Regional Literacy Resource Center.

#### **5. *The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.***

Ideally, professional development for adult educators is a process in which instructors gradually acquire a body of knowledge and skills to improve the quality of teaching for learners and, ultimately, to enhance learner outcomes. With growing concerns about the effectiveness of adult education and literacy services, and increasing competition for resources, evaluations of professional development are needed to assess changes in instructors' knowledge, skill levels, and behavior, as well as to document changes in program practices and student outcomes.

Evaluation plays at least 2 roles in the professional development process, according to the May 1997 publication, *Evaluating Professional Development: A Framework for Adult Education* (Mark Kutner, Rene Sherman, John Tibbitts, Larry Condelli, Pelavin Research Institute, sponsored by the U.S. Office of Education, DAEL) First, it promotes continuous program improvement and, second, it ensures program accountability.



Idaho plans to establish a focus group of trainers, in the year 2000, who will examine, reflect upon, and evaluate the effectiveness and value of our current training modules. They will recommend future steps and revisions that may be needed. This process will include, but not be limited to, a review of workshop evaluations for each module, the creation of an assessment that will assist in gathering information regarding what strategies teachers find useful, what past workshop strategies are still being used in today's classroom, what instructional methods have changed due to training, and what practices (learned in training) are most helpful in instructing students. This focus group will then disseminate the information and training modules will be changed, over time, to reflect the needs of the state in the most effective training program possible. Although this process was delayed, teams of teacher/trainers have been working on specific modules, creating 2 new modules and revising.

In the past, Idaho had evaluated professional development activities primarily through the use of a workshop survey evaluation presented at the end of the training modules. We did not try to collect the more difficult data, which might include student progress information linked to changes in classroom instruction. In other words, how do teachers training impact the student and classroom, or does it? This is much more difficult to collect.

Teacher isolation, lack of time, and the complexity to teaching present significant barriers to sustained organizational learning (Larry Lashway, 1997). Not surprisingly, researchers have often found that substantive changes in teaching practices are elusive. Richard Elmore and colleagues (1996) discovered that even when teachers were willing to learn new methods, they often applied them in a superficial or inconsistent way, offering the appearance, but not the substance, of real change (taken from *Creating a Learning Organization*, Larry Lashway, ERIC Clearinghouse on Education Management, 1998). Summing up their study of the literature, Leithwood and colleagues noted that: we have almost no systematic evidence describing the conditions that often inhibit learning.

According to the research in the above article, schools must provide time for teachers to work and reflect together. Some schools using early dismissal one afternoon a week have been able to clear out significant blocks of time. In addition, Sharon Kruse and Karen Louis (1993) point out the importance of well-developed communication structures such as e-mail and regular faculty meetings, as well as common space(s) for working.

As a state agency, we will promote and fund innovative programs that include such time for teacher reflection and implementation of effective teacher practices and those willing to document outcomes of such an approach.

In the year 2000, the state office of adult education plans to take a more active role in defining an evaluation system that will follow the design presented in *Evaluating Professional Development: A Framework for Adult Education*, May 1997. This will include some of the following steps:

- **State staff** responsible for distributing funds to support professional development activities and for ensuring the overall quality of adult education services. The state ABE office is committed to its continuation of providing statewide training opportunities for programs in the PDS series, providing training for program managers, providing training to meet individual program needs, and providing training around the data collection

process, as well as other necessary training to assist in meeting the regulations and guidelines of this grant.

- **Professional development staff** responsible for designing and providing professional development services and documenting their success and impact to state adult education and other agencies that provide their funding. The design for professional development services must be linked to the program's continuous program improvement process and program data.

The documentation of success to the program will be provided through the use of the "*Professional Development: Planning and Documentation*" form found in the attachments. This form will be required from each ABE/ESL teacher. It defines the competencies expected from Idaho ABE/ESL teachers and incorporates Idaho's quality indicators for program improvement. Each teacher will determine his/her staff development goals based upon these competencies and indicators, taking into consideration the needs of the individual program, and be required to show evidence of how they accomplished these goals by the end of each program year. This instrument was not implemented. It was too cumbersome and did not evaluate the training performance in such a way as to be useful for further program planning or improvement. The AIDDE process provides a stronger model for evaluating teacher performance.

- **Local Administrators** that need data to determine whether their program is investing in appropriate professional development services and is having an impact on instructors, program services, and student learning. Program Managers will document program improvement by linking both the data collected through the staff development process (using the documentation form turned into them by each staff member) as well as other student collected data. Programs will continue to utilize student surveys and interviews to gather student data regarding services and instruction.
- **Instructors** who need to know if the strategies they are using make a difference in student learning. Instructors will document new strategies they are adopting in the classroom, record post-test scores and conduct student surveys to gain insight as to whether the introduction of a new teaching strategy had any impact on the learning in the classroom. Their findings will be documented on the "Planning and Documentation" form. A planning and documentation form was not utilized but instructors were asked to participate in ongoing surveys to determine whether they were using strategies learned in training and to what degree. Also, training evaluations regarding individual workshops were also collected. The plan for the extension year is to continue collecting participation information, completion information, follow-up home-work assignments (taking the learning that happens in training back to the classroom), classroom observation logs, etc., and classroom performance of teachers who participate in training. IMAS allows teachers to better monitor and review their own performance since they have access to their own classroom data. The whole area of staff development evaluation must be addressed more completely in the next multi-year plan.

The staff evaluation instrument (Appendix E) will be presented and training will be provided around the use of this instrument. The Idaho model of evaluating professional development from the teacher perspective is fashioned after the model created by Kutner Etal. This model includes a list of recognized competencies expected from ABE/ESL teachers and staff. It also lists the indicators of competency. The teacher will list their plans and objectives and give evidence of their outcomes. Teachers will document their plan for instructional improvement and provide evidence to show the outcomes. In this way, we hope to improve the quality of services we provide to students by encouraging sound planning by individual programs and teachers that include a continuous program improvement process based upon data and an evaluation system that recognizes outcomes.

### **EVALUATION TIME-LINE**

#### **FY 2000**

- \* Establish a focus group of trainers to provide, examine, reflect, and evaluate current training modules.
- \* Evaluate effectiveness of ABETS training to include the accuracy and consistency of program data based upon decisions around student progress
- \* Collect data from program managers that link program planning and improvement to data (both professional development data and student-collected data)
- \* Begin the process of collecting data from teachers who are implementing changes in their instruction based upon techniques acquired through the professional development process.

#### **FY 2001**

- \* Disseminate the information gained from the focus group and create the criteria for changing and upgrading training modules to fit the needs within the state.
- \* Evaluate the use of the planning and documentation form to determine its value and make any necessary changes to strengthen this piece of data collection.
- \* Gather data regarding learning gains in programs where instructional changes took place due to training

#### **FY 2002**

- \* Continue to disseminate the information gathered from data regarding learning gains in programs where instructional changes took place due to training. Analyze the results, evaluate the outcomes, and take action on what we learn in regards to training.

- \* Evaluate the program outcomes and the level to which each program is meeting their determined training goals. Analyze the findings.

### **FY2003**

- \* Establish a focus group in specific skill areas to determine the effectiveness of the data collection instrument used to document professional development. What are we learning from the data we are collecting? Use this information in future planning.
- \* Continue the processes found above in FY 2002.

### **FY2004–2005**

- \* The 2004-2005 program years focused on distance learning training in the use of Skills Tutor.
- \* Continue to examine, reflect, and review as we plan for the future, based upon the collected professional development and other student data.

### **FY2005-2006**

- \* Continue to utilize the AIDDE program improvement process to determine both regional and state needs. This process is based upon the analysis of program, state and regional data. Leadership and staff development is designed to meet the needs revealed through this process.
- \* Content training will be offered in math, reading, and ESL
- \* IMAS and NRS training will be continued and on-going
- \* Training for new ABE and ESL teachers will continue
- \* Assessment in TABE, CASAS, and BEST Plus will be offered by the state
- \* LD teaching strategies will be further developed
- \* A training evaluation process will be implemented
- \* The PDS Advisory Committee will be re-instated, as needed
- \* Distance Learning Committee will be formed to help us set and achieve our goals to expand our DL services to students
- \* Train more state and regional trainers
- \* Participate in at least one national research project

- \* Conduct at least 4 complete program reviews
- \* Adapt Idaho State Content Standards for ABE and ESL

## **FY 2006-07**

- \* Continue with the activities from 2005-06 expanding training opportunities as needed
- \* Implement the Teacher Certification/ Degree program with the University of Idaho
- \* Continue to examine, reflect, and review as we plan for the future, based upon the collected professional development and other student data

### **6. *Incentives for program coordination and integration and performance awards.***

Teacher incentives in the area of professional development are offered through an "Advanced Instructor" and "Master Instructor" award. The "Advanced Instructor" award recognizes those individuals who complete the 6 "basic" core modules and one additional "general" core module. ABE professionals desiring to be recognized as a "Master Instructor" in Idaho must complete the requirements for the Advanced Instructor certification plus participate in and attend at least 4 other "general" core modules. We will strive to encourage all our ABE/ESL teachers to become "Advanced" and "Master" instructors by acknowledging them in a public ceremony held during summer conference or summer Teacher Institute. This program of certificate achievement was disbanded due to lack of interest on the part of teachers. The awards were not tied to higher wages or any other earned benefits; therefore, the teachers felt they were merely a token recognition. Hopefully, this will change when we work with the University of Idaho to design an ABE Certificate and integrate our ABE training modules into translated college credit towards the earning of higher education degrees.

To provide incentives for programs to coordinate and integrate professional development into their continuous program improvement process, the state Office of Adult Education will provide several scholarships, for teachers from such programs, to attend the summer Teacher Institute and/or summer conference. In addition, programs demonstrating a high level of teacher participation in "basic" core training will be recognized with a certificate of achievement in a formal ceremony during summer conference or during the summer Teacher Institute. The award will also include a training module of their choice to be presented at their site. The State Office of Adult Education will provide the trainer and will pay for all the costs associated with the trainer. The state office did not provide scholarships for teachers to attend special training in recognition of their achievement. It also did not recognize teachers and/or programs with special recognition at a summer conference since the state did not have the funds to provide a summer conference (other than the Institute offered the first year of Incentive funding). The state will revisit the providing of scholarships to programs with the most participation in training opportunities offered by the state. Incentives will be also be revisited by the Leadership Advisory Committee both for the extension year and in the next multi-year plan.

ABE programs must show how they will coordinate and integrate professional development with continuous program improvement (based upon program data), if they wish to receive funding for staff development activities.

**7. *Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.***

Idaho will continue working with the partners in the Northwest Regional Literacy Resource Center as we address training needs in this area and share “best practices”.

Also, refer to #1 where this topic is discussed and #5 where expansion in training is addressed in both the timeline and the creation of a focus group.

Idaho has participated in both the reading study performed by Abt Associates, as well as the ESL study in Pair Work and Sustained Silent Reading Practice. The ESL research has been rolled-out across the state in 2005 and the reading study information, which has recently been disseminated, will be offered in training in 2006-2007. We invite our Family Literacy partners, State Department of Education, and other state agency partners to join us in training opportunities offered through the Office of Adult Education. Our training calendar will be posted on our website.

**8. *Other activities of statewide significance that promote the purpose of this title.***

- Refer to future training available for program managers in #1.
- Refer to the "Results-Based Reporting" training in #2.
- Idaho plans to coordinate with other agencies in providing statewide training. One of our goals is to market our training modules to all public secondary schools in the state by FY2000. In the past, ABE has marketed to the public secondary schools when we've offered our PDS modules. Because we were able to offer these courses for continuing education credit, a number of public school teachers participated. In the event that we are able to hire a full-time or part-time staff development coordinator in the future, we would like to continue this practice.
- Idaho plans to continue to update and keep current the statewide database of teachers and trainers. This will facilitate our reporting and planning process.
- Create a more professional web site/calendar that can be linked to agency and workplace training calendars.
- Explore the possibility of providing a Data Collection training video for program use. This has not proven to be necessary since NRS provided the on-line NRS course and the state provides ongoing training in data collection.



- Continue to pursue distance learning training options. Idaho plans to design one distance learning training module to be presented in one pilot program region so that we might study the results and the value of such a training (FY 2003). This has been completed through Idaho's participation in Project Ideal. The state would like to further explore the possibility of expanding our distance learning options in the extension year and in our next multi-year plan to include projects beyond Skills Tutor.
9. *Coordination with existing support services, such as transportation, childcare, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.*

The 6 Adult Basic Education Centers in Idaho are responsible for coordinating literacy services for a myriad of agencies throughout the state. Included among these agencies and entities are JTPA, Even Start, Head Start, Migrant Council, Vocational Rehabilitation, Industrial Commission, Health and Welfare, and the Veterans program, to name a few. Each region has established a network of providers that work tighter to support the needs of the adults enrolled in Adult Basic Education programs and training. These agencies support learners by providing transportation, childcare, health care, vision care, etc.

Adult Basic Education in Idaho will establish a problem-solving group to include practitioners from all parts of the state, who will convene periodically to share the most effective approaches to address these support services issues.

We will also offer the Professional Development Series module, "Adult as Learners, Client and Partners," in areas where programs need to develop stronger partnerships with supporting agencies.

10. *Integration of literacy instruction and occupational skill training and promoting linkages with employers.*

Idaho plans to promote the Professional Development Series training module, "Basic Skills in the Workplace", throughout the state to establish linkages with agencies and employers in the area of literacy instruction and the workplace. This is a very flexible training module that can be presented to a variety of audiences. This module addresses the following: The PDS module, "Basic Skills in the Workplace" was offered during a pilot project year; however, we found that the module required a highly skilled professional with both ABE and private industry background. The module was built to be presented to an integrated group of educators and business people. It did not prove to be an effective model in building basic skills in workplace models, but it did bring people together to begin discussion. Currently, we do not have a trainer in this module. However, the ABE programs are almost all connected to their College of Technology where training is available.

- Creating a Program
- Creating a Curriculum/Instructional Assessment System. Evaluating and Sustaining a Program

- The Changing Workplace
- Integrating Basic Skills with the Workplace
- Project Development
- New Ways of Looking
- How Much is Enough
- Practice Makes Perfect
- The Working Adult Learner
- Applying the Findings
- Evaluation: Why Brother?
- Evaluation: Who's Involved?
- Evaluation: What Are You Looking For?
- Evaluation: Nuts and Bolts
- Evaluation: Telling It Like It Is
- Keeping It Going
- Issues Along the Way
- Partners On a Journey
- Final Issues

Reading materials include the following list of pre-reading assignments provided in this module: THE NEW WORKPLACE, BEYOND BASIC SKILLS, ORGANIZATIONAL AND INDIVIDUAL ASSESSMENT, and NAVIGATING THE EVALUATION REPORT.

We also plan to integrate literacy instruction, occupational skill training, and promoting linkages with employers through co-sponsorship with Technical Education, Vocational Education, and Adult Education in the annual Vocational Summer Conference, as well as with such entities as the Workforce Training Network.

The Idaho ABE Teacher Institute will continue to work with teachers from around the state in areas of student competencies, standards, and curriculum that link basic skills to employment and the workplace. Idaho plans to create and implement a plan to adapt a set of state program standards in the extension year.

Local providers will access on-campus training especially in the area of transitioning students from ABE to occupational training. Many local providers have benefited from institutional training in the areas of Work Keys, COMPASS, and CPT. The state plans to also begin working on the creation of a transition model in the extension year.

#### ***11. Linkages with postsecondary educational institutions***

Due to the fact that Idaho's ABE delivery system has been designed around a regional approach, the 6 regional ABE Centers are located on the campuses of the 6 state colleges and universities. This provides a natural link with our postsecondary educational institutions.

The statewide Professional Development Training Series is attended by a number of participants, from within our institutions, that partner with Adult Basic Education. This provides not only a

joint-training opportunity but also strengthens partnerships within and among institutions.

The University of Idaho offers credit for PDS modules that fit within the University credit criteria, which includes 10 of the 14 training modules. Other postsecondary educational institutions offer fee waivers for workshop credit through a cooperative agreement with the University of Idaho.

Idaho's postsecondary institutions also offer a variety of classes and workshop training for adult educators which includes training in the use of technology. Most workshops are free of charge and classes are available for nominal fees.

Distance Learning networks established between postsecondary institutions and public schools, and between institutions, offer ABE/ESL teachers the opportunity of training in this area, as well as producing and offering classes in this format.

~~Finally, support for the cost of the Professional Development Series Training is provided by the Idaho State Department of Education/Adult Education office with federal funds through a project with the University of Idaho College of Education, Adult Counselor and Technology Education which provides ABE with State ABE professional development coordination.~~

## **12.2 Collaboration with Other Related Agencies and Programs**

Over the years, Adult Basic Education in Idaho has invited collaborative efforts with various providers. We work closely with the Department of Vocational Education and have a history of planning summer workshops and conferences with the Department. We plan to continue pursuing training opportunities that we can share with Vocational Education.

Our statewide training calendar is shared with family literacy providers, public school teachers, literacy providers, agencies, other educational institutions, JTP A, Refugee Center, Vocational Rehabilitation, Health and Welfare, etc., as we seek to share training opportunities. ~~Our training calendar is also included in the HUB IV and NWRLRC web page information.~~ By year 2001, we plan to have identified available training that might be shared with related agencies and programs and, by 2002, collaboration agreements designed to accommodate various shared training opportunities. We will also market the Professional Development Series through the use of electronic mail and regular mail to encourage more participation from agencies outside of ABE.

Developing sustainable relationships with various Title I programs, Even Start, Early Childhood, Migrant Education, English Language Development/Family Literacy, and Head Start offers many opportunities for sharing professional development activities. ABE has participated in some excellent family literacy training opportunities with the Even Start program, for example, we plan to research the areas where we might strengthen our training partnerships with Title I next year. We will continue to explore and expand training with Title I within this 5-year period.

Basic skills programs in the northwest have a long history of collaboration and shared focus. Beginning in the 1980's, these states worked together on program evaluation, regional conferences, and a technology project that encouraged the use of computers to enhance basic

skill instruction.

When funding became available for State Literacy Resource Centers, the northwest states determined that they would use this funding to continue the partnership that had begun more informally, and the Northwest Regional Literacy Resource Center (NWRLRC) was established. The NWRLRC then sought and received funding from the National Institute for Literacy (NIFL) to create a regional staff development system. The vision for this system was that it would:

- Serve all providers and sponsors of basic skills programs in the region, education, employment and training, social services, corrections, etc.;
- Enhance quality of basic skills services through improved interagency communication;
- Provide a forum for regional policy development on basic skills issues; and
- Enable states in the region to share training resources.

These objectives are being accomplished in part through the shared work on the Professional Development Series. Training modules were created or revised by development teams with representation from different states and from different agencies. Each state has its own team of trainers, but these trainers sometimes deliver the modules in other states if the need arises. The context for these activities is that staff development is viewed as a platform to help build interagency relationships. Working together on project development and participating together in training activities is helping basic skills providers to view themselves as partners in a system to meet their common goals to assist under-skilled adults to achieve their potential as workers, citizens, and parents.

### **13.0 General Education Provisions Act (GEPA), Section 427, Equity for Students, Teachers and Other Program Beneficiaries**

*Please see enclosed pages 46 and 47*

#### **13.1 Local Applications**

The State assures that the local program applicant will identify barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age of students, teachers, and other program beneficiaries. Local applicants will describe actions the program proposes to ensure equitable access and reduce barriers to participation.

#### **13.2 State Barriers to Equity for Students, Teachers and Other Program Beneficiaries**

An analysis of ABE data over the years indicates that Idaho has had equitable access by gender, race, color, national origin, disability, and age of students. Although there is not as much diversity among teachers (most are female) the explanation does not appear to be a barrier to access.

Rural isolation is the most significant barrier to full participation in Adult Basic Education in Idaho. As mentioned in Section 2.0, many of the sparsely populated counties have significant educational and literacy needs. While established regional programs schedule classes in

approximately 70 rural sites each year, these classes most often do not have the intensity and duration for those most in need. Current funding levels make it difficult to increase services, at least in the traditional manner. Additionally, many of the teachers in the rural communities teach in the public schools of those communities, making it difficult to always participate in meetings and staff development. Therefore, the Idaho ABE system will:

- Continue to consider outreach sites and services as a factor in funding.
- Explore innovative partnerships and use of technology to expand learning and instructional time for rural students.
- Seek additional funding sources to enhance rural services.
- Consider the needs of rural teachers in planning staff development activities and use technology to expand their access to resources.

The state continues to address the barriers to access and participation by teachers and students. Our extension year application process attempts to support this effort by having programs identify sub-populations of possible high need and indicate a plan for serving them more effectively.

One-Stop Participation (Title I, Sec. 121(b)(1) and 20CFT (identified as 12.4 in Guide for Developing State Plan)

As stated elsewhere in this extension and in the original 5-Year Plan, the State Department of Education and the Adult Education Office of the SDE have participated with other partners before the enactment of WIA. The State Superintendent is a member of the Workforce Development Council and the Adult Education Director is a member of the Council's State Staff Management Team. ~~Regional ABE program Managers are represented on the local Workforce Investment Boards (WIBS); two have Board membership and 4 are represented by their supervisor.~~ All ABE program managers serve on committees or teams in their regions, including the Rapid Response team, made up of Labor, Commerce, Professional-Technical, ABE, etc., all who can assist during major lay-offs or closures in communities. ABE's role varies depending on the situation and the needs of the workforce in question.

While ABE generally is not co-located in One-Stops, strong collaboration in serving the target population is not hampered. In conversations with Idaho Department of Labor senior staff and the Director of Professional Technical Education, the consensus is that Idaho will continue to move forward with its historical partnerships. A state team has been participating in the 21<sup>st</sup> Century Workforce Policy Academy; the team has drafted a State Cooperative Agreement.